DOCUMENT RESUME

ED 205 763 CE 029 771

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TITLE Issues & Insights. A Handicapped Awareness Resource Manual.
INSTITUTION Camosun Coll., Victoria (British Columbia).
SPONS AGENCY British Columbia Dept. of Education, Victoria. Continuing Education Div.
PUB DATE 27 Apr 81
NOTE 99p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Accessibility (for Disabled); Access to Education; *Adults; Annotated Bibliographies; Community Attitudes; Community Organizations; Design Requirements; *Disabilities; Educational Needs; Educational Planning; Educational Resources; Employment Potential; Hearing Impairments; Housing; *Individual Characteristics; *Individual Needs; Job Skills; Learning Disabilities; Mental Retardation; Organizations (Groups); Physical Disabilities; Physical Mobility; Postsecondary Education; Private Agencies; Public Agencies; Recreation; Rehabilitation Centers; Resource Materials; Student Attitudes; *Student Needs; Transportation; Visual Impairments; Workshops

ABSTRACT

Designed to assist colleges, school boards, and other educational institutions to offer awareness-oriented courses and workshops to both the general public and educational personnel, this package of resource materials describes print and nonprint materials relating to the needs of disabled adults. Outlined are issues and questions for discussion relating to public attitudes toward the handicapped: employability: environmental barriers facing the handicapped: and the special housing, recreation, and transportation needs of disabled adults. Discussed next are the special needs of adults with the following problems: deafness or hearing impairment, learning disabilities, mental retardation, physical handicaps, visual impairments, and other disabilities. The next section, Resources for Education, contains annotated lists of agencies and organizations: articles, monographs, and other print resources; books; and audiovisual materials relating to the needs of the disabled. Appendixes provide lists of achievement centers; a directory of colleges, universities, and school districts; and guidelines for planning a workshop. (MN)

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ISSUES & INSIGHTS

ED205763

A HANDICAPPED AWARENESS RESOURCE MANUAL

Developed for: Continuing Education Division
Ministry of Education

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Division of
Administrative and
Instructional
Support Services
Camosun College
April 27, 1981

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Deputy Minister of Education

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Dear Colleagues:

Disabled adults encounter many barriers to a fuller life in society. Their opportunities for access to education, transportation, recreation, housing, employment and other areas of everyday life, are often unfairly and extensively limited --handicapped-- because of their disabilities. Perhaps the greatest barriers to access that the disabled face are not specific disabilities, but the problems caused by a lack of awareness or negative attitudes on the part of other people.

The Ministry of Education asked Camosun College to prepare this package of resource materials relating to the needs of disabled adults to assist colleges, school boards and other educational institutions to offer awareness oriented courses and workshops to both the general public and educational personnel. It is the Ministry's hope that this material will encourage and facilitate the efforts of public educational institutions in this important educational area.

Yours truly,

Grant Fisher
Assistant Deputy Minister
Post-Secondary

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ACKNOWLEDGEMENTS

The developers of this manual wish to acknowledge the assistance of several individuals who donated their time and expertise. We are grateful to: Helen Austin, Ministry of Labour; Cathy Ellis, Kinsmen Rehabilitation Centre; Bruce McKenzie, Nigel House; David Nordstrom, Home Base Counselling Services; Jack Smith, Handicapped Advisory Committee, Urban Transit Authority.

We wish to thank Lynn Smithfor allowing us to adapt his material regarding disabling conditions.

We appreciate the assistance of Lorraine Buth, Phil Chiddell, Andrew Kennedy, Bruce Walker Mitchell, Rochelle Termehr and Catherine Winter of Camosun College and wish to give a special thanks to Brian Russell, Camosun College.

1981: INTERNATIONAL YEAR OF THE DISABLED

1981 has been proclaimed "International Year of Disabled Persons" (IYDP) by the United Nations General Assembly. The aim of the Year is to encourage the normalization of the estimated 400 million people on Earth who suffer from some form of physical or mental impairment. The keynote theme is to be "full participation."

The General Assembly resolution proclaiming the Year has established five principal objectives:

- ☐ Helping disabled persons in their physical and psychological adjustment to society;
- ☐ Promoting all national and international efforts to provide disabled persons with proper assistance, training, care and guidance, to make available opportunities for suitable work and to ensure their full integration in society;
- ☐ Encouraging study and research projects designed to facilitate the practical participation of disabled persons in daily life, for example, by improving their access to public buildings and transportation systems;
- ☐ Educating and informing the public of the rights of disabled persons to participate in and contribute to various aspects of economic, social and political life;
- ☐ Promoting effective measures for the prevention of disability and for the rehabilitation of disabled persons.

For further information, write to:

Mr. Doug Mowat, Chairman
or
Mr. Marshall Smith, Administrator
IYDP B.C. Committee
Suite 254–800 Hornby St.
Vancouver, B.C. V6Z 2C5
Telephone: 668-2433

The official representative of the provincial government for the federal IDYP committee is:

Mr. Walter Boyd, Director
Community Vocational Rehabilitation Services
Suite 605–805 W. Broadway
Vancouver, B.C. V5Z 1K1
Telephone: 873-4251

METHODOLOGY

Two methods were used to identify the resources presented in this manual. Directories of community agencies and organizations were consulted to locate those which provided services to handicapped persons. Almost all of these agencies were then contacted by telephone. The interviewers explained the purpose of the resource manual and then asked the agency to describe the service or services it could provide for users of the manual. This process resulted in the list of agencies and organizations contained in this manual. This list is not exhaustive. There may be several agencies or organizations which provide important services but which were inadvertently omitted.

To locate print and non-print resource materials, the microfiche catalogue of holdings of colleges, universities and libraries in the province was consulted. In this way, several hundred books and films were identified which dealt with the subject of handicapped persons. This list was edited by faculty of Special Education Services of Camosun College who used selected criteria to identify books and audio-visual resources that would best serve the users of this manual. In addition, several catalogues of Canadian film distributors were consulted.

Books are listed alphabetically by author. The library or libraries in British Columbia where each book is located is given. Films are described and their location in provincial libraries is given. Books and films may be borrowed through the interlibrary loan system. Journal articles, reports and monographs are described. They are available from the Educational Resources Information Centre (ERIC), a computer-based resource which can be accessed through the library system.

The 1981 microfiche catalogues were not available at the time that this manual was prepared. Users of the manual, therefore, should first consult the library nearest to them to ensure that the resource they wish to obtain is not locally available. In any event, the local libraries will prove to be an invaluable resource for providing users of the manual with excellent materials other than those which are presented here.

ISSUES

ATTITUDES

Handicapped people feel bound not only by environmental barriers but by public attitudes as well. Handicapped people and concerned agencies have worked hard over the years to overcome many of the specific barriers to integration such as housing, transportation, employability and recreation. More recently their efforts have been directed toward what many of them believe to be the single most significant barrier—that of attitudes. Many handicapped people believe that if attitudes can be changed, solutions to the specific problems confronting handicapped people will fall into place as a matter of course. The solution is public education.

Issues:

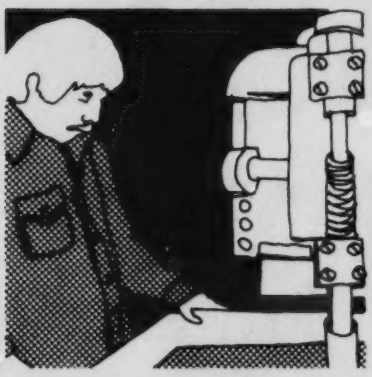
1. There is little opportunity for people to experience handicapping conditions or individuals who are handicapped unless the situation exists within the family. The underlying attitude is that if one doesn't fit the standard of what is "normal", then one must be helped to disappear. In this respect, handicapped people come to see themselves as members of a ghetto.
2. There are different atittudes toward different disabilities—the less visible the handicap, the greater the degree of initial acceptance.
3. Another issue is that professed attitudes differ from the actual behaviours. Negative attitudes are usually hidden while publicly, most people express support for the handicapped.
4. The illusion of equality carries with it the attitude of "If only you try hard enough, you can make it." Handicapped people feel that they must measure up to external standards. They are denied the luxury of being able to fail and, in addition, are denied the natural risks of living. Handicapped people who do succeed, on the other hand, often feel that they are continually being watched and that they must be better than non-handicapped people or risk failing to impress.
5. Handicapped people may feel guilty if they do not succeed or are not financially independent. It is important to realize that the work ethic should not be society's only concern. One should consider the "worth" ethic as well.
6. Handicapped people sometimes adopt an attitude of fatalism and think, "That's the way it is," or "That's the way I am," or they become withdrawn. Psychological pressures contribute to emotional problems that are greater than the primary disability.

7. There is a lack of counselling services available to families with a handicapped member. Doctors are not prepared to deal with the situation since they generally view the handicapping condition as a medical problem. Very often families overcompensate and as a result, their expectations of their handicapped children are too low.
8. People appear to think there is a "right" way to communicate—verbal communication—rather than to accept a variety of other methods.

Questions for Discussion:

1. Discuss how professed attitudes differ from actual attitudes.
2. Identify the first feelings you experience when you are confronted with a severely handicapped person.
3. Discuss what is meant by "worth" ethic and how it affects our perception of the handicapped.
4. What are some common ways in which people deal with their handicapping condition?
5. Identify what counselling services are available for handicapped people.

EMPLOYABILITY



Unemployment rates for the handicapped are astoundingly high. The problem appears to be one of securing employment rather than maintaining employment. Employers are generally uninformed of the abilities of handicapped workers. They lack knowledge of the incentive programs available from government sources. Studies reveal that handicapped persons perform equally with non-handicapped workers. Their work performance, attendance and turnover rates are similar to those of non-handicapped workers. Handicapped workers are asking to be recognized for their abilities not their disabilities.

Issues:

1. The main problem is lack of awareness of what many handicapped people are capable of doing. Handicapped people are limited by the perception of employers. Job stereotyping has become widespread. For example, many of the deaf are employed as keypunchers because in the past, the machines were so noisy that being deaf was an asset to an operator. One is wrong, however, to assume that every deaf person wishes to be a keypunch operator. The tendency has been to designate employment for the handicapped and then to fit people into it rather than providing them the luxury and dignity of trying something new and failing.
2. More emphasis must be placed on providing technical aides to increase the employability of handicapped people. This presents problems in that aides are generally expensive and costly to maintain.
3. Accessibility of the work place must be considered. For example, there must be ease of entry and exit. Bathrooms must be accessible.
4. Transportation to and from the job is very often a problem for a handicapped person.
5. Handicapped people are often thought of as sources of "cheap labour." Wages paid to them are often very low.
6. What handicapped workers are asking for is equality. They wish to see applied the concept of "normalization" wherein the handicapped person is treated no differently than the "normal" person. They wish to be equal partners in planning in the creation of a hospitable environment which doesn't exclude anyone.
7. Handicapped people are working for an amendment of the Human Rights Code to include the handicapped by specific definition to ensure for themselves their rights in the area of employment and the use of public services.

Questions for Discussion:

1. Discuss ways of increasing employers' awareness of the capabilities of handicapped people.
2. What services are available to assist handicapped people to assess their marketable skills, to help them acquire skills and training and to find jobs?
3. How might the working environment be made accessible to handicapped people?
4. What rights and means of support have the handicapped if they feel exploited by their employer?

ENVIRONMENTAL BARRIERS

The term environmental barriers refers generally to architectural barriers which prevent handicapped people from having access to a building or facility. If it is true that the man-made environment reflects the human perception of the world, then clearly that perception has been limited, for the environment presents insurmountable obstacles for handicapped people. When speaking about accessibility, one mistakenly tends to think of people in wheelchairs. While it is true that people in wheelchairs do find curbs, stairs, counters, shelves, windows and rest-rooms to be obstacles, accessibility means more than that. Accessibility means the creation of a hospitable, barrier-free environment for all people.

Issues:

1. While legislation exists regarding specifications for the creation of a barrier-free environment for the handicapped, this legislation is not retroactive. It applies only to new buildings. There are still many buildings which are not accessible.
2. Barrier-free buildings are often thought to be expensive to construct whereas in actual fact, if the concept of accessibility is incorporated at the time of construction, the cost is less than one-half of one percent of the total cost of the building.
3. Sufficient parking space is lacking especially at services such as medical buildings, dental services, human resources offices and so forth.
4. The issue of safety is extremely important. The present practice, for example, is to instal curb cuts at corners whereas such entrances should be put just off the corner. Visually impaired people require the curbs for guidance. Main intersections require beeper systems for visually impaired people. A flashing light system for emergencies is necessary in large buildings for use by the hearing impaired.
5. Barrier-free access is not simply for the handicapped but for everyone. Planners must be aware of how to prevent injuries to people by the creation of hospitable, barrier-free surroundings.

Questions for Discussions:

1. Determine how legislation regarding barrier-free access determines the construction of new buildings.
2. Determine whether the above requirements are standardized throughout the province.
3. What means are available to assist owners of buildings or businesses to modify their buildings to make them accessible?

4. What action must be taken to make accessible buildings that are presently not accessible to the handicapped?
5. Determine how safety features such as flashing lights, beeper systems, etc. can be incorporated into the present systems.

HOUSING

Everyone is entitled to a home and surroundings that are conducive to his or her personal goals and are a reflection of personal values and preferred lifestyle. Many handicapped people have no choice as to where they are to live. Without the necessary support services, they must live either in residential care or in hospitals. They are denied the opportunity to live independently within the community and thus to experience a sense of positive living. The objective must be to increase the number of choices available for independent living and this means giving consideration not only to housing but to income, mobility, personal care required, education and employment.

Issues:

1. While accessible housing does exist on the rental market, rents exceed the handicapped person's ability to pay for housing.
2. Funds must be made available for structural modifications that would allow handicapped people to live in their own homes. These funds should be available to landlords as well.
3. The present housing societies generally lack expertise regarding the housing needs of handicapped people. Little research exists. In addition, there is a lack of co-ordination among these societies.
4. There is a severe lack of housing services in remote areas of the province.
5. Presently, the role of government is to subsidize the operational costs of existing facilities. It must do more to encourage handicapped people to seek independent living and to assist societies to promote and develop demonstration projects.
6. Town planning must incorporate the needs of handicapped people.
7. Within the hospital system, there exist no facilities to house young people in an environment that supports the development of peer relationships. Hospital staff must be educated towards fostering the idea of independent living within those under their care.
8. Presently, handicapped people can be denied housing on the basis of their being handicapped.
9. The present system of four provincial government ministries being involved in the provision of services for the handicapped has resulted in the delegation of responsibilities not being clearly defined.
10. It is impossible to separate the issues of transportation and housing. The handicapped require transportation simply to be able to seek housing.

Questions for Discussion:

1. What subsidies are available from provincial and federal governments for obtaining and modifying accommodation?
2. Identify possible sources of support and information regarding housing for the handicapped.
3. List some alternate living situations available to house handicapped people.
4. How would improved town planning benefit the handicapped?

RECREATION

Handicapped people want to take part in sport and physical recreation. They are becoming aware that they are capable of enjoying many sporting activities. As a result, many sports and recreation centres are now planning for the provision of activities for handicapped people. Almost any type of program is appropriate for the handicapped. With adaptive equipment almost any recreational activity can be enjoyed by a handicapped person. Rather than placing limits on what the handicapped can do, they should be asked to define their own limits and be given the opportunity to test them.

Issues:

1. There is little funding available to provide for the recreation needs of handicapped people.
2. In order to be successful, programs must be consistent and long-term. Short-term grant funding creates only temporary, inconsistent programs heavily dependent on volunteers. The current programs are over-crowded.
3. There is a lack of awareness regarding the recreation services that are presently available for handicapped people.
4. There is a lack of trained personnel. In addition, handicapped people have no input into the recreation and leisure programs now being offered.
5. Handicapped people often feel that they are unable to participate in recreation. Their attitude is one of, "The opportunity doesn't exist for me."
6. The need for adaptive equipment must be recognized and funds must be allocated for acquisition of this equipment.
7. Handicapped people must be encouraged to participate in the operation of service programs and to seek employment in recreation.
8. There is a need for an organization of concerned people whose purpose is to address itself to the specific recreation needs of any handicapped person.

Questions for Discussion:

1. Identify existing adaptive recreation programs. Identify the populations that they serve and determine how successful these programs have been.
2. Discuss the relationship between recreation for the handicapped and special sports programs such as Operation Trackshoe.

3. Compare and contrast recreation programs for the handicapped that are supported by volunteer groups to recreation that is funded and supported provincially.
4. Identify the need for adaptive equipment, where such equipment can be obtained and costs involved.
5. Discuss ways of increasing handicapped people's awareness of what recreation and leisure programs are available.

TRANSPORTATION

If unable to drive or use public transit systems, physically handicapped people are often obliged to lead a socially and physically isolated existence. Their goal of independence is impossible to attain as long as they are prevented from obtaining employment. The majority of physically handicapped adults who are employable cannot earn a living due to the presence of transportation barriers. Access to adequate transportation is very often the deciding factor between being dependent or independent. Accessible public transportation is the link making possible the housing, employment and community participation goals of handicapped people.

Issues:

1. The use of non-profit societies to provide transportation for handicapped people has proven to be inefficient and unworkable. These societies are usually not sufficiently equipped, are often understaffed and often the interest is not present. A transportation system for handicapped people must come under one centralized transportation authority--the same authority which presently administers the public transportation system. This would serve to eliminate the layers of bureaucracy and internal dissension regarding decision-making present in the current multi-level structure. Funding should occur as needs are identified.
2. A comprehensive survey of types of users is necessary in order to determine who actually has need for transportation.
3. A multi-use transportation system is required that covers all degrees of disability. For example, people unable to transfer out of wheelchairs require the dial-a-bus service. People able to transfer out of wheelchairs require taxis. Other individuals may be able to use their own cars.
4. There is a lack of buses available for the DART (dial-a-bus) system because of delays occurred due to the implementation of stringent safety measures and operating features.
5. Equal service between municipalities is lacking. The quality of service varies greatly. Some municipalities haven't transportation services for the handicapped. In addition, the service should be standardized from province to province.
6. Those responsible for supplying transportation must consider custom service such as dial-a-bus as a transportation priority.

Questions for Discussion:

1. Discuss the issues related to the inadequacies of the non-profit societies who provide transportation services for the handicapped.
2. What benefits exist for the provision of an accessible transportation system?
3. Discuss the problem of inaccesibility of components of the present system such as ferries, buses, airplanes, trains and so forth.
4. Determine what is being done to standardize the service available in rural and urban areas and how this affects the migration of handicapped to certain areas.
5. How successful have been the present attempts to meet transportation needs of the handicapped?

DISABLING CONDITIONS

The majority of the material which follows was excerpted from *The College Student With A Disability: A Faculty Handbook* by Lynn M. Smith. The handbook was published in 1980 by the U.S. Government Printing Office, Washington, D.C. Mr. Smith developed the handbook while director of Disabled Student Services at San Francisco State University. The material was modified for inclusion in this resource manual.

DEAF OR HEARING IMPAIRED

Obviously, the major challenge facing the deaf student is communication. Speech reading (lip reading) is a partial solution. At best, a deaf person can read only 30 to 40 per cent of the sounds of spoken English by watching the speaker's lips.

Another form of communication used by many, but not all, deaf or hearing impaired persons is sign language or "manual" commmunication. In sign language, thoughts are expressed through a combination of hand and arm movements, positions, and gestures. The intensity and repetition of the movements and the facial expressions accompanying the movements are also important elements of manual communication. Fingerspelling is usually used in sign language. Fingerspelling consists of various finger and hand positions for each of the letters of the alphabet.

Deaf students will also communicate in writing when speech reading, sign language, or fingerspelling cannot be used effectively. Faculty members should not hesitate to write notes when necessary to communicate with a deaf student.

Many deaf students can, and do, speak. Most deaf people have normal organs of speech and many learn to use them in speech classes. Some deaf people cannot automatically control the tone and volume of their speech so the speech may be initally difficult to understand. Understanding improves as one becomes more familiar with the deaf person's speech.

Telecommunication devices for the deaf (TDD's) are available that allow the deaf person to use the telephone. These devices provide visual communication, rather than amplifying or modifying auditory transmission. It is important that the college or university have at least one such device available for staff and student use. Amplifying telephone receivers are also available for the hard of hearing student.

Deaf students, just like hearing students, vary to some degree in their communication skills. Factors such as personality, intelligence, degree of deafness, residual hearing, age of onset, and family environment all affect the kind of communication the student uses. As a result of these and other variables, a deaf student may use a number of the communication modes discussed above.

The main form of communication within the deaf community is sign language. In view of this, many deaf people have not mastered the grammatical subtleties of their "second language"—English. This does not mean that instructors should overlook errors in written (or spoken) work. However, they should know that this difficulty with English is not related to intelligence but is similar to that experienced by students whose native language is other than English.

In the classroom, most deaf students will use an interpreter. The presence of an interpreter in the classroom enables the deaf student to understand what is being said. There are two types of

intepreters—oral and manual. The oral interpreter "mouths" what is being said while the manual interpreter uses sign language. The two methods are often used in combination. There is a time lag, which will vary in length depending on the situation, between the spoken word and the interpretation or translation. Thus a deaf or hard of hearing student's contribution to the lecture or discussion may be slightly delayed.

Interpretation will be easiest in lecture classes and more difficult in seminar or discussion classes. Because class formats are so varied, it is recommended that the instructor, interpreter, and student arrange a conference early in the course to discuss any special arrangements that may be needed.

The interpreter and deaf student will usually choose to sit in the front of the classroom. The interpreter is aware that sign language may be a distraction to the class and the instructor. The interpreter has also learned that the initial curiosity of the class wanes and the instructor adapts easily to the interpreter's presence. Interpreters subscribe to a strict code of ethics that requires confidentiality of private communications and honesty in interpretation or translation.

Deaf students usually have someone take notes for them because it is difficult to follow an interpreter or speech read the instructor and take notes at the same time. It is best if a classmate can be found who takes good notes. This student is then "contracted" with to make a carbon or other copy of the notes and give them to the deaf student. Self-carbon notetaking pads have been developed for this purpose.

Most deaf students will be able to take examinations and be evaluated in the same way as other students. If the test is written, it has been found that some deaf students do better if an interpreter reads and translates the questions to the student in sign language (because of English subtleties). However, many other deaf students prefer to read tests themselves. If the method of evaluation is oral, the interpreter can serve as the reverse interpreter for the deaf student.

Assumptions should not automatically be made about the deaf student's ability to participate in certain types of classes. For example, deaf students may be able to learn a great deal about music styles, techniques and rhythms by observing a visual display of the music on an oscilloscope or similar apparatus or by feeling the vibrations of music. Some deaf students will have enough residual hearing so that amplification through earphones or hearing aids will allow participation. It is always best to discuss with the student the requirements of a class and to determine if there are ways that the materials can be modified so that the student can participate in what may become an exciting learning experience for all concerned.

The student who is hearing impaired may require nothing more than some form of amplification to participate in class—a hearing aid,

public address system, or an instructor/student transmitter/receiver unit (also known as an auditory training unit or fm unit).

To facilitate the participation of deaf and hard of hearing students in (and out of) the classroom:

- ☐ Look at the person when you speak.
- ☐ Don't smoke, chew gum, or otherwise block the area around your mouth with your hands or other objects.
- ☐ Speak naturally and clearly. Don't exaggerate lip movements or volume.
- ☐ Try to avoid standing in front of windows or other sources of light. The glare from behind you makes it difficult to read lips and other facial expressions.
- ☐ Using facial expressions, gestures, and other "body language" is helpful in conveying your message.
- ☐ If you are talking through the assistance of an interpreter, direct your conversation to the deaf individual. This is more courteous and allows the deaf person the option of viewing both you and the interpreter to more fully follow the flow of conversation.
- ☐ When other people speak who may be out of the deaf or hard of hearing person's range of vision, repeat the question or comment and indicate who is speaking (by motioning) so the individual can follow the discussion.
- ☐ The use of visual media may be helpful to deaf students since slides and videotaped materials supplement and reinforce what is being said. Alteration in lighting may interfere with the deaf student's capacity to read manual or oral communication. These materials may be difficult to interpret because of sound quality and speed of delivery. Therefore interpreter "lag" may be greater. If a written script is available, provide the interpreter and student with a copy in advance.
- ☐ Captioned visual aids such as captioned films for the deaf are extremely helpful. If appropriate, foreign language films with English subtitles are also useful.
- ☐ When new materials will be covered which involve technical terminology not in common usage, if possible, supply a list of these words or terms in advance to the deaf student and the interpreter. Unfamiliar words are difficult to speech read or interpret.
- ☐ Avoid speaking with your back to the deaf person such as when writing on the chalk board. Overhead and opaque projectors are often a good substitute and allow you to face the class while writing.

- ☐ When particularly important information is being covered, be sure to convey it very clearly. Notices of class cancellations, assignments, etc. can be put in writing or on a chalk board to ensure understanding.
- ☐ Establish a system for getting messages to the deaf student when necessary. Class cancellations can be particularly costly if an interpreter is not informed, in advance, of such changes.

LEARNING DISABLED

Learning disability has come to be the general term for a variety of specific disabilities including minimal brain dysfunction, dyslexia, developmental aphasia, sysgraphia, expressive dysphasia, aural receptive dysphasia, and sequential memory disorder. Another term sometimes used for the learning disabled is "neurologically handicapped." A common misconception among those not familiar with learning disability is that the student with a learning disability is retarded. The learning disabled student is not retarded.

The college instructor should keep in mind that the learning disabled student's needs centre around information processing. Students with learning disabilities have trouble taking information in through the senses and bringing that information accurately to the brain. The information often gets "scrambled." These students may have difficulty with discrimination (perceiving differences in two like sounds, symbols or objects). Because the information does not reach the brain accurately, the brain often does not do a good job of storing the information with the result of poor memory. Thus, it is important that learning disabled students receive and transmit information in a form or modality that works best for them.

Learning disabled students should always be referred to the campus learning centre or tutorial centre, if one is available. Reading and writing specialists in English departments, in speech communication, or special education may be able to assist. Some ways of assisting the learning disabled student are suggested here for the instructor who may not have such resources available.

The student who has difficulty with written symbols can use readers or texts that are recorded verbatim (as does the blind student). In this case, the student should be encouraged to listen and read along. The student can be shown how to obtain textbook information in "economical" ways by using chapter summaries, pictures and captions, graphs, tables, bold type, italics, tables of contents, paragraph and unit headings, indexes, glossaries.

Some learning disabled students are unable to communicate effectively through printing or cursive writing (dysgraphia). This condition may manifest itself in written work that appears careless. For such students oral examinations and reports are more valid evaluations of what has been learned. Some of these students may be able to use the typewriter for written communication; many can't. Another solution is for a student aide to take dictation from the learning disabled student.

Other learning disabled students, for all practical purposes, will be "lecture deaf" (aural receptive dysphasia). Many of the adapted techniques that assist the deaf student will also assist these students—TV, movies, role playing, captioned audio-visual materials. Still other students will have difficulty with sequential memory tasks involving letters (spelling), numbers (mathematics), and following step-by-step instructions. For these students it will help to break up tasks into smaller parts. Tutoring in math and

spelling usually will be required. In general, the learning disabled student will learn better the more sense modalities used in the teaching/learning process—visual, auditory, tactile, kinesthetic.

Because the expectation is that a college student will absorb information, communicate it and be evaluated through the printed page, the learning disabled student will need assistance and support from instructors in finding innovative ways of receiving and transmitting information and in being evaluated. Because a learning disability is "hidden," the instructor may have understandable doubts about the validity of these alternative approaches. However, the fact remains that the student's capacity for learning is intact. It is only the means by which information is processed that is different.

MENTAL RETARDATION

A mentally retarded person is one who is limited in the ability to learn. Some 200 causes have been identified. From a medical viewpoint, mental retardation is regarded as a result of disease or defective biological condition. The extent of retardation varies from mild through moderate to severe and profound. During infancy and early childhood, sensory-motor, communication, self-help, and socialization skills usually develop as the person matures. Delays in the acquisition of these skills represent potential deficiencies in adaptive behaviour and become the criteria for mental retardation.

In effect, mental retardation is the term applied to retarded functioning evident in the first 18 years of life.

Difficulties in learning are usually evident in the academic situation, but attention should focus not only on the basic academic skills and their use, but also on skills essential to cope with the environment, including concepts of time and money, self-directed behaviours and interactive skills.

Mental retardation affects 550,000 people in Canada—about 3 percent of the population.

PHYSICALLY HANDICAPPED

Access is one of the major concerns of the student who uses a wheelchair. The student must learn routes to and from classes and across campus that do not present barriers. A barrier may be a stair, a curb, a narrow walkway, a heavy door, an elevator door that has no delay mechanism or one that is too fast, a vehicle blocking a curb cut or ramp, a sign in the middle of what would otherwise be a wide enough walkway, etc., etc., etc.

Theatre type classrooms may present difficulties unless there is a large enough flat floor space in the front or rear of the room for a wheelchair to park (there must also be an entrance to and from that level). Classrooms with tables (provided there is an under-table clearance of at least 27½") are more accessible to students in wheelchairs than rooms with standard classroom desks. It is better if the tables and chairs are movable rather than stationary.

It is difficult to make generalizations about the classroom needs of students who use wheelchairs because some students may be able to stand for short periods of time while others will not be able to stand at all. Some will have full use of their hands and arms while others will have minimal or no use of them. There are, however, some general considerations that will apply to most, if not all, students who use wheelchairs:

- ☐ If a classroom or faculty office is inaccessible, it will be necessary to find an accessible location or alternate class section that is held in an accessible location. The campus department that handles room scheduling can assist the instructor and student as necessary.
- ☐ If breaks between classes are short (10 minutes or less), the student who uses a wheelchair may frequently be a few minutes late. Usually, the student must wait for an elevator, take a circuitous (but accessible) route, wait for assistance in opening doors (unless electric doors are available) and manoeuvre along crowded paths and corridors. If a student who uses a wheelchair is frequently late, it is, of course, appropriate to discuss the situation with the student and seek solutions. Most students will be aware of time restrictions and will schedule their classes accordingly. However, it is not always possible to leave enough time between classes. Early classes and attendants' schedules can pose particular difficulties.
- ☐ If a class involves field work or field trips, ask the student to participate in the selection of sites and modes of transportation. If the college or university provides transportation for field trips, it is required to provide accessible transportation for students who use wheelchairs.

- ☐ Classes in physical education and recreation can almost always be modified so that the student in a wheelchair can participate. Classmates are usually more than willing to assist, if necessary. Most students who use wheelchairs do not get enough physical exercise in daily activity, so it is particularly important that they be encouraged, as well as provided the opportunity, to participate.
- ☐ Classes taught in laboratory settings (science, wood and metal workshops, home economics, language labs, kitchenettes, art studios, etc.) will usually require some modification of the work station. Considerations include under-counter knee clearance, working countertop height, horizontal working reach and aisle widths. Working directly with the student may be the best way to provide modifications to the work station. However, if a station is modified in accordance with established accessibility standards the station will be usable by most students in wheelchairs.
- ☐ For those students who may not be able to participate in a laboratory class without the assistance of an aide, the student should be allowed to benefit from the actual lab work to the fullest extent. The student can give all instructions to an aide—from what chemical to add to what type of test tube to use to where to dispose of used chemicals. The student will learn everything except the physical manipulation of the chemicals.
- ☐ Students are not "confined" to wheelchairs. They often transfer to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers. Using a wheelchair some of the time does not mean an individual is "faking" a disability. It may be a means to conserve energy or move about more quickly.
- ☐ Most students who use wheelchairs will ask for assistance if they need it. Don't automatically assume that assistance is required. Offer assistance if you wish, but do not insist, and accept a "no, thank you" graciously.
- ☐ When talking to a student in a wheelchair, if the conversation continues for more than a few minutes, sit down, kneel, or squat if convenient.
- ☐ A wheelchair is part of the person's body space. Don't automatically hang or lean on the chair—it's similar to hanging or leaning on the person. It's fine if you are friends but inappropriate otherwise.

- ☐ Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, many people are inclined to reach out and pat the person in a wheelchair on the head. Such a gesture is very demeaning and patronizing.

Students use wheelchairs as a result of a variety of disabilities including spinal cord injury, cerebral palsy, post-polio, multiple sclerosis, severe arthritis, quadriplegia, paraplegia, amputation, muscular dystrophy, and so on. Wheelchairs come in a variety of styles and sizes, with many types of optional attachments available. Wheelchairs are either manual or powered (electric). Most students who are unable to manually propel the chair themselves will use an electric powered wheelchair. Some students are assisted by an aide who pushes the chair, but this creates a dependency on another person that most students prefer to avoid.

Some of the standard accessories that college students may add to their wheelchairs are special seat cushions (to prevent pressure sores which result from long periods of sitting), tote bags that attach to the chair back or arms, and trays that fit over the arms of the chair to serve as a desk. Some wheelchairs are designed with desk arms that are lower in front so that the chair will fit under a desk or table. Most students use this type of chair. There are also wheelchairs that are modified for athletic competition.

VISUALLY IMPAIRED

The major challenge facing blind students in college centres around the overwhelming mass of printed material with which they are confronted—textbooks, class outlines, class schedules, bibliographies, campus newspapers, posters, tests, etc. The increasing use of films, videotapes, overhead projectors, and closed-circuit television adds to the volume of visual material to which they must have access in some other way.

By the time blind students reach college (unless newly blind), they have probably developed various methods for dealing with the volume of visual materials. Most blind students use a combination of methods including readers, brailled books, audio tape recorded books and lectures. If the student uses a reader, the student makes the necessary hiring and scheduling arrangements. It is the responsibility of the faculty member to accommodate the blind student and the reader.

Students may use raised line drawings of diagrams, charts, and illustrations, relief maps, three-dimensional models of physical organs, shapes, microscopic organisms, etc. Modern technology has made available other aids for blind people including talking calculators and speech-time compressors. Paperless braille machines, braille computer terminals and reading machines are more recent devices that are rarely available for convenient student use.

Most blind students who use braille prefer to take their own notes in class using a slate and stylus or a Perkins brailler. Some students have a classmate make a copy of his or her notes using carbon paper or a copy machine. The blind student's reader later reads the notes onto tape for future use. Some blind students audio record lectures and later transcribe notes from them into braille.

When there is a blind student in the classroom, the instructor should remember that "this and that" phrases are basically meaningless to that student: for example, "the sum of this plus that equals this" or "the lungs are located here and the diaphragm here." In the first example, the instructor may be writing on the chalk board and can just as easily say, "the sum of 4 plus 7 equals 11." The blind student in this case is getting the same information as the sighted students. In the second example, the instructor may be pointing to a model or to the body itself. In this instance, the instructor can "personalize" the locations of the lungs and diaphragm by asking class members to locate them by touch on their own bodies. Examples of this type will not always be possible. However, if the faculty member is sensitized not to use strictly visual examples, the blind student and probably the rest of the class will benefit.

Another area in which the blind student will need an adaptation is in testing. Most students will prefer to take examinations with a familiar reader. This is often beneficial to the student because it does not add anxiety to what is already an anxiety-producing

situation. Some instructors prefer to administer tests themselves or to have a teaching assistant do it. Although this approach is certainly within the prerogative of the instructor, it can be an uncomfortable situation for the student. If an instructor is concerned about "test security" or prefers not to rely on the "honor system," a take-home test can be given to the blind student. However, it is better to avoid giving the student "different" tests because it creates segregation, makes it difficult to compare test results, and may create negative attitudes.

Another method that may be used is to administer the test orally or by audio tape to the blind student who in turn either records answers orally on another tape recorder or types the answers. It may be possible to have tests brailled or taped by a disabled student services office. In any case, the teacher and student should agree early in the course on how the student's progress will be evaluated.

Some faculty members are concerned about having their lectures tape recorded—whether the student is blind or sighted. When an instructor is planning to publish his or her lectures, the fear may be that the tapes will somehow interfere with these plans. If this is the case, the faculty member may ask the student to sign an agreement not to release the recording or otherwise hinder the instructor's ability to obtain a copyright.

Faculty members can be very helpful by choosing class texts early. It takes a long time to have a text audio recorded or brailled. If texts are selected early, make this information readily available through a departmental office or campus bookstore so that the blind student has time to make the necessary arrangements.

Some blind students use dog guides. There is no need to worry that the dog guide will disturb the class. Dog guides are very highly trained and disciplined. Most of the time the dog will lie quietly under or beside the table or desk. The greatest disruption an instructor can expect may be an occasional yawn or stretch. (Sometimes a rescue siren can cause a low moan.) It is good to remember that, as tempting as it may be to pet a dog guide, the dog, while in harness, is responsible for guiding its owner who cannot see. It should not be distracted from that duty.

Courses which are extremely "visual" by their very nature may be waived for the blind student; however, it should not be assumed automatically that this will be necessary. Conversations between the blind student and the instructor can lead to new and even exciting instructional techniques that may benefit the entire class. For example, it is often thought that a blind student cannot take a course in art appreciation and that if this is a requirement for graduation, it should be waived.

However, the blind student should have the opportunity to become familiar with the world's great art (just as any other "educated" person). A classmate or reader who is particularly talented at

verbally describing visual images can assist the blind student as a visual "interpreter" or "translator." There is no reason for the blind student not to know what the "Mona Lisa" (or other great work of art) looks like. It can be described, and there are poems written about the "Mona Lisa" that may be used as teaching aids to give more insight and understanding to the work. Miniature models of great works of sculpture can be made available for display and touching in the classroom. Many modern museums have tactile galleries.

If classes involve field trips to out-of-class locations, discuss traveling needs with the blind student. In most instances all that will be required is for a member of the class to act as a sighted guide. In localities where public transporation is adequate, many blind persons travel quite independently.

The partially sighted student meets the challenge of disability in much the same way as the blind student. This includes the use of readers, audio taped texts, raised line drawings, etc. In addition, the partially sighted student may be able to use large print books, a closed-circuit TV magnifier, or other magnifying device. The student may also use a large print typewriter for papers. Some partially sighted students will be able to take notes in class by printing very large with a felt tip pen or marker. Others will record lectures for later use.

There are two basic difficulties that the partially sighted student is confronted with that the blind student is not. First, the partially sighted student is sometimes viewed by instructors and classmates as "faking it." Because most partially sighted do not use white canes for travel and because most are able to get around much like everyone else, people have difficulty believing that the student needs to use adaptive methods when utilizing printed materials.

Another difficulty that the partially sighted student experiences has a more subtle effect and can be troublesome. This is the psychological response that large print evokes in the sighted reader. Such handwritten communications tend to give the reader the idea that "a child has written this." Needless to say, this may lead to the conclusion that a student with this kind of handwriting is less than sophisticated. Even when the student uses a large print typewriter, this can still be a problem. In addition, the assumption is sometimes made that the student is merely trying to make an assignment appear longer as in the case of a term paper of a required length. When the number of words instead of pages required is stated, this is not a problem.

These potential difficulties can be alleviated if the student and instructor discuss the student's needs early in the term. Sitting in the front of the room, having large print on the chalk board, or the use of enlarged print on an overhead projector may assist a partially sighted student. However, the capacity to read printed materials depends so greatly on conditions such as the degree of

contrast, brightness, and colour that it is preferable that the student and instructor discuss what methods, techniques, or devices may be used to maximum advantage. If the instructor discovers that a partially sighted student has not had an evaluation at a low vision clinic, it may be approriate to refer the student for this service.

Speech impairments may be congenital or the result of illness or injury. They may be found alone or in combination with other disabilities. In any case, the college student with a speech impairment (unless it has been recently acquired) will probably have received some speech therapy.

Impairments range from problems with articulation or voice strength to being totally nonvocal. They include stuttering (repetition, blocks and/or prolongations occasionally accompanied by distorted movements and facial expressions), chronic hoarseness (dysphonia), difficulty in evoking an appropriate word or term (nominal aphasia) and esophageal speech (resulting from a laryngectomy).

Many speech impaired students will be hesitant about participating in activities that require speaking. Even if the student has adjusted well to a speech impairment, new situations may aggravate old anxieties. It is important that self-expression be encouraged, but pressure to speak is not apt to be helpful. It is important to allow time for the speech impaired student to express himself or herself so that confidence can be gained. Speaking in front of a group can be an agonizing experience for anyone—the speech impaired student is no exception. It is also important for the instructor to accept and respond to all appropriate attempts at communication. When speaking to a speech impaired person, continue to talk naturally. Resist the temptation to complete words or phrases for a speech impaired person.

For persons who cannot speak and who are otherwise physically disabled so that they cannot sign, write, or type, various communication aids are available. These aids may range from sophisticated electronic "speaking" machines activated by punching a keyboard with a head pointer or mouth wand to a spelling board that consists of a layout of the alphabet, a few common words and phrases, yes and no, to which the speech impaired person points and an assistant may speak out loud. Some devices provide a "ticker tape" print-out or display the message on a calculator-like screen across which the characters move. With some less portable devices, the message is displayed on a TV screen.

Depending on the severity of the impairment, various adapted methods may be required for the speech impaired student. Many of the adapted methods for evaluation suggested for other disabilities will be appropriate for the speech impaired student. Some speech impaired students will require no adapted methods at all. Most will need patience, encouragement, and an opportunity to develop self-confidence in an unfamiliar group. The instructor can set the tone that encourages appropriate self-expression.

There are many other disabilities that largely affect a student's mobility, such as cardiac conditions, arthritis, chronic back pain, diabetes, and respiratory disorders.

Students of short stature will have in-classroom access problems similar to those of a student in a wheelchair.

The student with epilepsy will have little problem in the classroom. In most cases seizures will be controlled by medication. Students with epilepsy will have learned to manage seizure activity through adequate rest, proper diet, and regular medication. Most of them will be able to participate in sports and lead active, normal lives.

Students who have had an ostomy (urostomy, colostomy, ileostomy) may be advised not to participate in violent contact sports or wrestling. Most restrictions on participation, however, will be the result of causes other than the ostomy itself. Swimming is okay for these students. Wearing a wide-belted athletic supporter or a tight-fitting pair of briefs or panties under a swimsuit can keep the drainage appliance out of sight. Most students have found that a matter-of-fact attitude toward their appliance encourages other students to behave in the same way. Some students with ostomies may be shy about showering in a physical education class. A little support and encouragement from the instructor and the students in the class will help the student overcome this shyness.

Spina bifida (open spine) is a frequent reason for an ostomy. The student with spina bifida may have short stature and may use a wheelchair, braces or crutches. Classroom modifications that may be required will depend on the student's functional limitations. Most adaptations that are required have been discussed in earlier sections.

Multiple sclerosis (MS), the number one cause of chronic disability among young adults, may affect the student in a multitude of ways. Because MS most often occurs between the ages of 20 and 40, the college student with MS is apt to be currently adjusting to having a disability. Depending on the degree to which the MS has progressed, the student's mobility, speech vision, and emotional state may be affected. One of the most difficult aspects of MS is that the symptoms have a tendency to come and go, but they continue to progress. "In between" periods may last from a few days to months in the early stages. The student may appear as if intoxicated—slurred speech, staggering, unfocused eyes. Understanding the fluctuations that may occur in the student's behaviour make it easier to understand variations in classroom performance. The physical adaptations required by the student with MS, if any, will vary from student to student, depending on functional limitations. The most common adaptations required have been discussed in previous sections.

Other conditions that may result in marked fluctuations of behaviour and performance are muscular dystrophy and certain kidney problems that may necessitate dialysis.

As a final note, some of the conditions described in this section require medication for control of symptoms. If an instructor has valid educational questions about the potential effect of various

medications on the student's performance, the student, if willing, can probably provide some information. The instructor should not hesitate to discuss such issues tactfully with the student. A student health services physician or disabled student services staff member may be able to provide relevant information.

In closing, the following guideline may be helpful: many disabilities are obvious, and the question then is one of the degree of accommodation and assistance required. However, there are cases in which a faculty member may have no way of knowing that a student has a disability. For example, an epileptic student on medication may not expect to need any adaptation and may not mention his or her condition to the instructor. During a remission period, a student with multiple sclerosis may not feel the need to mention anything.

One good policy is for the instructor to announce at the first meeting of the class something to this effect: "Any student who feels that he or she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours." This approach preserves the student's privacy and also indicates the willingness of the faculty member to provide assistance.

RESOURCES FOR EDUCATORS

AGENCIES AND ORGANIZATIONS

	Description	Resources
Associated Disabled Persons of B.C. 219–620 View Street Victoria, B.C. V8W 1J6 Phone: 382-5713 Contact: Chairman of the Board Public Information Officer	Provides public education regarding issues of concern to handicapped persons. Reviews policies and legislation and makes recommendations for change in legislation.	Seminars relating to issues regarding handicapped people. Guest speakers. Information in response to questions regarding the handicapped.
B.C. Association for the Mentally Retarded 221–119 W. Pender Street Vancouver, B.C. V6B 1S5 Phone: 266-1146 Contact: Vocational Coordinator	Coordinating body for 60 chapters throughout the province which provide a variety of sheltered workshops, residential and allied programmes for mentally handicapped children and adults. Addresses and names of contact people in the provincial chapters can be obtained through the Vancouver office.	Library of resource materials for use on the premises. Films available for classroom use. Training workshops. Guest speakers. Brochures available.

	Description	Resources
Canadian National Institute for the Blind 350 E. 36th Avenue Vancouver, B.C. V5W 1C6 Phone: 321-2311 Contact: Executive Director District Offices: Contact: District Administrator 1600 Blanshard Street Victoria, B.C. V8W 2J5 (388-1134) 707–12th Street New Westminster, B.C. V3M 4J7 (522-8656) 1633 Bertram Street Kelowna, B.C. V1Y 2G5 (763-1191) Suite 201–705 3rd Avenue Prince George, B.C. V2L 3G7 (563-1703)	Provides counselling, rehabilitation, employment placement, residential care, free Braille and talking book library, recreation and social programmes, prevention education, holiday resort, eyebank information, information and sale of aids and appliances for the visually impaired.	Orientation and mobility instructors to asist the blind person with orientation to the campus. Rehabilitation teachers to provide consultative assistance to the instructor and student. Readers to assist with transcription. Vocational and employment counselling. Provision of equipment. Speakers and lecturers available. Library containing resource material such as films and print media.

	Description	Resources
Canadian Paraplegic Association (B.C. Division) 780B S.W. Marine Drive Vancouver, B.C. V6P 5Y7 Phone: 324-3611 Contact: Chief Rehab Counsellor Regional Offices: Contact. Regional Consultant Vancouver Island 413–157 Gorge Road East Victoria, B.C. V9A 6Y2 (385-6653) South Okanagan 323 Windsor Avenue Penticton, B.C. (492-6828) North Okanagan P.O. Box 2405 Merritt, B.C. (378-4580) Kootenays P.O. Box 44 Ymir, B.C. (357-9373) Northern British Columbia Salmon Valley R.R. #2 Prince George, B.C. (971-2356)	Provides assistance in the total rehabilitation of paraplegics. Provides hospital visitation, employment and vocational counselling.	Films, information and printed resources are available. Assistance to instructors with paraplegic students in their classrooms. Provision of guest speakers and lecturers. Counselling of students. Inservice programs, seminars and workshops. Pamphlets available.

	Description	Resources
Canadian Wheelchair Sports Association (B.C. Division) 1200 Hornby Street Vancouver, B.C. V6Z 2E2 Phone: 687-3333, local 41 Contact: Program Coordinator	Promotes and provides sports, fitness and recreational programmes for the physically disabled. Provides assistance and information in reintegrating the physically disabled into community recreation programmes. Organizes wheelchair sports competitions and coordinates participants in local, provincial, national and international events.	Leisure counselling. Athlete training manuals which include adaptability of rules for most sports. Lectures and seminars. Demonstrations and games. Resource library of print and non-print materials including brochures.
Cerebral Palsy Association of B.C. 204–579 Granville Street Vancouver, B.C. V6C 1Y7 Phone: 669-0756 Contact: Executive Director	Develops community programmes for physically handicapped children; promotes and supports new projects, particularly for young physically handicapped adults and encourages public awareness of rehabilitative services available and required. Also provides direct aid such as special equipment and transportation for the cerebral palsied and educational programmes for professional staff and volunteers. An association of 16 Cerebral Palsy and Neurological Associations throughout B.C. Names and addresses of these are available on request.	The provincial association will provide information regarding services available and identify where resources may be obtained. Printed material available. Provision for guest speakers. Services may vary with each local association. Brochures available.

	Description	Resources
Community Living Board Ministry of Human Resources Project Life 102–395 W. Broadway Vancouver, B.C. V5Y 1A7 Phone: 873-4733 Contact: Coordinator of Training	A non-profit society which functions as a focal point through which Woodlands residents or potential residents can be referred for service planning and placement in the community. The board is responsible for ensuring that these individuals are provided with continuous and appropriate community based services to assist them to live in as normal circumstances as possible. Funded under Project Life by the Ministry of Human Resources.	Guest speakers and lecturers. Individual programme planning for the handicapped. Training sessions which instructors may attend.
Community Vocational Rehabilitation Services Ministry of Health 605–805 W. Broadway Vancouver, B.C. V5Z 1K1 Phone: 873-4251 Contact: Regional Rehabilitation Consultant Regional Offices: North Shore and Squamish 605–805 W. Broadway Vancouver, B.C. V5Z 1K1 (873-4251) North Fraser Valley Region 11940–225th Street Maple Ridge, B.C. V8W 1H7 (463-4184 or 873-4251) Greater Victoria 215–895 Fort Street Victoria, B.C. V8W 1H7 (387-1644)	Provides medical, psychological, vocational and work assessments. Provides counselling and assistance to help people to explore and achieve their vocational potential. Vocational and academic training are provided where such training is part of an overall plan: academic upgrading, training in vocational schools, technological institutes, colleges and universities, training-on-the-job and work adjustment training. Allowances are provided for tools, books and supplies, examination fees, maintenance, daily transportation, travel and miscellaneous expenses. Provision of medical restoration services such as medical supplies, prostheses, wheelchairs, physio and speech therapy, etc. Assistance for arrangements for job placement for those who have completed a rehabilitation plan.	A central resource to access whatever service a student may require while enrolled in a programme of study. Brochures available.

	Description	Resources

Upper Vancouver Island
285 Prideaux Street
Nanaimo, B.C.
V9R 2N2 (754-4441)

South Fraser Valley
17536–58th Avenue
Surrey, B.C.
V3S 1L2 (574-4166)

Okanagan
3300–37th Avenue
Vernon, B.C.
V1T 2Y5 (545-0651)

Northern Interior
1461–6th Avenue
Prince George, B.C.
V2L 3N3 (563-0651)

East and West Kootenays
1325 McGuarrie Street
Trail, B.C.
V1R 1X2 (368-3351)

Skeena
4612 Greig Avenue
Terrace, B.C.
V8G 1M9 (638-1155)

Crane Library, U.B.C.

1874 Eastmall
University of B.C.
Vancouver, B.C.
V6T 1W5

Phone: 228-6111 (24 hours)
228-6114 (recording studio after hours)
Telex: 04-53296

Contact: Librarian

A collection of in excess of 36,000 titles in recorded talking book format, braille, and large print for use by blind and handicapped persons. Heavy concentration on text, reference and research materials at the post-secondary level. Houses a print collection on blindness and the blind with emphasis on education. Collection of electronic, optical and mechanical aides for the blind.

The library resources can be accessed by educational institutions through inter library loan. Consultative services are available.

	Description	Resources
Deaf and Hard of Hearing Institute of Vancouver Island #7–671 Fort Street Victoria, B.C. V8W 1C7 Phone: 384-8088 Contact: Regional Director	Provides vocational and personal counselling, job placement, audiological assessments, psychological services, interpreting, parent guidance, educational classes in lip reading and provision of social-recreational facilities and technical aids.	Arrangement for counsellors and interpreters. Guest speakers. Resource library containing films and printed materials.
Education Clinic Faculty of Education University of British Columbia Vancouver, B.C. V6T 1W5 Phone: 228-5384 Contact: Clinic Coordinator	Offers diagnostic, remedial and counselling services, multi-discipline approach emphasizing school-related problems. Training facility for graduate students in counselling, remedial mathematics, remedial reading, school psychology and special education. Referrals accepted on limited basis according to needs of graduate students.	Supportive and personal counselling for the student if instructor wishes to make referral.
Kinsmen Rehabilitation Foundation of B.C. 2256 West 12th Avenue Vancouver, B.C. V6K 2N5 Phone: 736-8841 Contact: Executive Director or Program Director Supervisor of Disabled Living Resource Centre	Provides financial assistance to the physically disabled of B.C. for uninsured medical services, appliances, artificial limbs, transportation, accommodation and therapy. The Equipment Loan Programme provides equipment such as wheelchairs, elevators, hospital beds, lifts and walking aids, on a permanent loan basis. Programmes also include technical aids to the severely handicapped, public education and the Disabled Living Resource Centre, a comprehensive information and referral service and display centre for the physically disabled.	Resource library containing approximately 100 periodicals and 1000 publications. Extensive pamphlet file. Access guides and equipment brochures. Mandate to locate information or resource not available at the Resource Centre. Aids display. Tours. In-service presentations. Xeroxing free of charge. Slide-tape presentations available. Films.

	Description	Resources
Multiple Sclerosis Society of Canada (B.C. Division) 2098 W. 43rd Avenue Vancouver, B.C. V6M 2C9 Phone: 263-3244 Contact: Patient Services Coordinator	Finances national research and coordinates patient services in the province. Provides professional and lay education and general public awareness programmes.	Consultative service. Films and print materials. Guest speakers. Workshops. Brochures and pamphlets available.
Recreation and Sport Branch Ministry of Provincial Secretary and Government Services 546 Yates Street Victoria, B.C. V8W 1K8 Phone: 387-1931 Contact: Special Populations Consultant	The Recreation and Sport Branch operates several programmes one of which is termed special populations, a programme designed to improve access for handicapped persons as well as others who are restricted from participating in recreational activities.	Special Populations Consultant on staff available for consultation and speaking engagements. Planned for October 1, 1981, is a handbook dealing with adaptations for facilities and equipment for access by handicapped persons. Awareness workshop planned for people trained in recreation skills to focus on needs of handicapped persons. Intention to develop a resource centre housing information regarding recreation for the handicapped. Information to be catalogued and computerized.
Social Planning and Review Council of B.C. (S.P.A.R.C.) [illegible]-2182 W. 12th Avenue Vancouver, B.C. V6K 2N4 Phone: 736-4367 736-6621 Contact: Planner, Panel on the Handicapped	Provides public education with regard to social issues, particularly aging, handicapped, children and the law, long term care, transportation, organizational skills and health, also community social problems of provincial scope. Encourages plans and provisions for community resources. Ways and means consultation on provincial issues.	Consultative service regarding issues related to handicapped persons. Library of resource materials available. Workshops dealing with concerns of the handicapped. Guest speakers for seminars and workshops. Brochures available.

	Description	Resources
Speech and Hearing Clinics Ministry of Health Speech and Hearing Division 722 Cormorant Street Victoria, B.C. V8W 3E3 Phone:387-1571 Contact: Medical Health Officer	Speech and learning clinics provide identification, assessment and treatment of speech, language or hearing problems. Medical referral necessary. Assistance for preschool children and for adults. Hearing services available for children and adults include hearing assessments and, if appropriate, a hearing aid evaluation, selection and fitting.	Consultative service available. Contact the medical health officer at the local health district centre. There are sixteen centres in British Columbia.
Victoria & Vancouver Island Multiple Sclerosis Society 5–3381 Oak Street Victoria, B.C. V8X 1R1 Phone: 388-6496 Contact: Patient Aid Coordinator	Provides paitent aid through a a clinic. Organizes patient programmes, home visits and patient education.	Consultative service. Films and print materials. Guest speakers. Workshops. Brochures and pamphlets available.
Western Institute for the Deaf 2125 W. 7th Avenue Vancouver, B.C. V6K 1X9 Phone: 736-7391 Contact: Executive Director	Provides vocational and personal counselling, job placement, audiological assessments, psychological services, interpreting, parent guidance, educational classes in lip reading and provision of social-recreational facilities and technical aids.	Arrangement for counsellors and interpreters. Guest speakers. Resource library containing films and printed materials.

	Description	Resources
Woodlands Ministry of Human Resources 9 E. Columbia Street New Westminster, B.C. V3L 3V5 Phone: 521-2611 Contact: Director of Training and Education	Provides training, special care and medical treatment for mentally handicapped persons with or without physical handicaps. All ages accepted. One-day out-patient assessment available.	Consultative services. Teachers available for classroom visitations. Instructors may observe classes at Woodlands. Assessment services. Workshops. Adult education teacher on staff. Library with films and other resource materials. Tours.
Achievement Centres	Achievement centres provide sheltered training and employment for handicapped adults. Many provide pre-employment training and vocational training. Rehabilitation services may include assessment, work adjustment, counselling and placement for industrial experience. Achievement centres receive technical, administrative and financial assistance from the Handicapped Industries Guild (2112 W. Broadway, Vancouver, B.C. V6K 2C8). For a list of achievement centres in the province, see Appendix I.	Many achievement centres will be able to provide consultative services to users of this manual. Users are advised to contact the achievement centre in their region for information regarding services available.
Recreation Centres Local recreation centres provide communities with many services in terms of recreation. Users of this manual are advised to contact the programme coordinator at their local recreation centre for assistance regarding recreation for handicapped persons.	Many recreation centres now provide regular swim sessions for handicapped adults. Trained volunteers assist individuals in dressing rooms and in the pool.	Assistance with planning recreation programmes for handicapped persons. Guest speakers regarding the recreational needs of handicapped persons.

ARTICLES, MONOGRAPHS AND OTHER PRINT RESOURCES

Mainstreaming the Handicapped in Vocational Education: Developing a Positive Attitude

Bond, Richard; Weisgerber, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977 41 p.

One of a series of seven modules developed to improve the knowledge and skills of vocation educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module focuses on understanding attitudes and feelings involved in teaching handicapped students and on exploring ways of developing a climate of positive attitudes to support instruction of handicapped students in regular classrooms. Specifically, the purposes are (1) to understand something about attitudes and how they affect learning and other behaviours, (2) to understand the bases for attitudes which can affect success in teaching handicapped students in regular (mainstream) classes, (3) to develop practical living skills in solving problems which involve attitudes and feelings that can affect success in teaching handicapped students in regular (mainstream) classes. Information is presented in a question and answer format, with key questions underlined and with key answers set off in boxes. Exercises, comments, and examples have been integrated into the instructions to help the user organize and consolidate information which has just been presented. An assessment section is included to help the user demonstrate his/her ability to apply the information in practical ways.

"A Flexible Approach to Career Development: Balancing Vocational Training and Training for Independent Living"

Boyan, Craig

Education and Training of the Mentally Retarded v13n2: 209-13, April, 1978.

The author discusses the teaching of independent living skills (ILS) to mentally retarded adults.

Overcoming Barriers to Mainstreaming: A Problem-Solving Approach. Final Report.

Dahl, Peter R.; Lipe, Dewey

American Institutes for Research in the Behavioral Sciences, Palo Alto, California. July 31, 1978. 93p.

The overall objective of this project was to produce a guidebook to help vocational educators gain skills in working with handicapped students in regular classrooms. The first step in the project was to assess barriers and identify ways to overcome them. Barriers were classified into the following categories: Attitudinal, architectural, work environment, placement, and barriers to curriculum modification. Difficulties within categories were identified by a literature review, an advisory panel, vocational and special educators, and others concerned with handicapped training and placement. The second step for the project was to prepare a guidebook acceptable to the vocational education community. The guidebook which identified and described practical ways to overcome barriers was reviewed and critiqued by an advisory panel and special and vocational educators not previously involved in the project. The guidebook was revised accordingly. Step 3 involved the dissemination of the guidebook through a commercial publishing company. (Appendixes include project abstract, meeting topics, synopsis of current information, forms to list problem areas and resources, sample completed survey form, telephone guide and recording form, prospectus and list of publishers, flyer describing the guidebook, list of interested publishers, and publication contract.)

Mainstreaming the Handicapped in Vocational Education. Serving the Visually Handicapped.

Dillman, Caroline M.; Maloney, Patricia

American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977 65p.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators (including administrators, coordinators, counselors, and preservice trainees) working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education programmes involving the legally blind and partially seeing. Specifically, the purposes are (1) to familiarize vocational educators with particular handicapping conditions of the legally blind and partially seeing including terminology, variations in severity, and differing capabilities of these students (section 1), (2) to outline and discuss plans for individualizing instruction so that it will meet the needs of visually handicapped students (sections 2 and 3), and (3) to provide vocational educators with resource and referral agencies (State, Federal, private, and nonprofit) and with various publications that can aid them in dealing with visually handicapped students (covered in a separate Resources Section).

"Assisting Retarded People into the Community"

Evans, Eryl C.

Australian Journal of Mental Retardation v4n7: 16-19, September, 1977.

A list of aspects neglected in the training of the retarded is presented and some areas to consider in promoting community acceptance of the retarded are offered.

A Cooperative Instructional Services Program for Improving Educational Personnel to Teach Special Education Students in the Regular Classroom. Director's Final Report.

Farrer, Kenneth; Guest, Elizabeth

Utah State Univ., Logan. Coll. of Education. June, 1970 111p.

In its first year this programme trained 18 experienced teachers and 36 teacher aides. The programme was devised to meet the needs of teachers in areas where handicapped and educationally disadvantaged children are placed in regular classrooms. It was also intended to train adults from disadvantaged groups as teacher aides, thus making use of their special ability to relate to disadvantaged children. The training program involved seminars on the intellectual and emotional development of children,, methods of observing and recording behaviour, methods of interpreting observation records for evaluation and curriculum planning, use of educational media, and team teaching and planning. An equally important part of the programme was practical experience as a member of a team in the laboratory school. Extensive evaluation of the programme indicated that participants improved their knowledge of and attitudes toward special education, and their students made significant gains in achievement. Other important evaluation findings were that special students can be educated in regular classrooms if a ratio of 1 to 5 is not exceeded and if enthusiastic and dedicated educational personnel are utilized.

"Hearing Impaired Graduates of Regular Schools"

Fellendorf, George W.

Volta Review v75n4: 232-55, April, 1973.

"Guided or Unguided Adjustment to Life in the Community: An Evaluation"

Gunzburg, H.C.

Journal of Practical Approaches to Developmental Handicap v1n1, 1977.

Evaluated was the effectiveness of five different schemes for the social rehabilitation of mentally subnormal adults in the community.

Development of a Mobility Training Program for Young Adult Trainable Mentally Handicapped Clients at the Ray Graham Training Center. Maxi II Practicum Report.

Jordan, Ellen M.

Nova Univ., Fort Lauderdale, Fla. September, 1975 157p.

Provided is a practicum report on a travel training programme initiated at the Ray Graham Training Center (Chicago, Illinois) for 40 trainable mentally handicapped young adults. The centre is described in terms of the geographical area and clients served, staff roles, parent role, and curriculum. It is noted that a prime impetus for the development of a mobility training programme came from the need of clients to reach job sites. A search of the literature is reported to reveal that very little written material exists on travel training for the mentally retarded. Outlined are instructional objectives (such as the ability to discriminate and use various forms of money) and activities (such as orientation tours of the school community), and briefly described are methods for evaluating programme effectiveness. Described in the section on programme implementation are the gaining of parental cooperation, procedural activities (such as the development of a programme rationale), client selection procedures, and instructional activities (such as field trips). The terminal objective, developmental sequence, and evaluation of the independent travel training design are given. Pointed out are the steps to be taken in preparation for independent travel. Programme evaluation results are cited which support the programme's success in terms of achievement of programme objectives, parental cooperation, and system wide application. Appendixes include a pedestrian skills checklist, a table comparing mobility goals and attainment, and a 36-page teacher's guidebook for mobility training.

Four Phases of Developmental Education. Junior College Resource Review.

Lombardi, John

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
March, 1979 6p.

Four types of developmental education programmes have been designed to help students overcome or compensate for: (1) deficiencies in grades or subjects required for admission to a senior institution or to colleges and transfer programmes (Pre-Transfer); (2) deficiences in reading, writing, speech, arithmetic, study habits, motivation, and other personality traits (Remedial); (3) deficiences in literacy and in basic skill subjects necessary for a high school diploma (Adult Basic Education—ABE); and (4) physical or mental handicaps that impose limitations on the functioning of students acadmically or socially (Handicapped). The four types of programmes support the traditional community college role in preparing the academically, economically, socially, or physically disadvantaged for entering the mainstream of American life. The present trend is toward integrating the various developmental programmes with the regular programmes. Pre-Transfer is most closely allied with the regular programme and ABE least integrated. The Remedial Program tends to focus on high school graduates or recent dropouts who are slightly older than the regular students. The Handicapped Program includes three principal classifications of students: the blind or visually handicapped, the deaf or hearing impaired, and the mobility-impaired.

Manual of Alternative Procedures: Activities of Daily Living.

McCormack, James E.

Massachusetts Center for Program Development and Evaluation, Medford. 1977 480p.

Intended for teachers and others providing services for moderately and severely physically and/or mentally handicapped children and young adults, the manual presents strategies, procedures, and task analyses for training in daily living skills. Section I provides an overview of tactics for teaching activities of daily living (ADL) skills, including assessment, reinforcement procedures, task analysis, instructional methods, data collection and analysis, behaviour management, and support activities. Section II consists of over 200 individual instructional sequences designed to teach specific skills in the areas of dressing, eating, grooming/toileting, and housekeeping. General references listing resources which apply to more than one sub-area of ADL skills are provided in Section III. Appended is information on currently available prosthetics and adaptive equipment, such as grooming and housekeeping aids, and a list of references.

"Identifying Competencies for Mainstream Teachers through the Perceptions of State Directors of Special Instruction"

Monaco, Theresa; Chiappetta, Eugene L.

Education v99n1: 59-63, Fall 1978.

Competency prioritization resulted in the following: individualizes instruction; comprehends abilities of exceptional and handicapped children; evaluates and diagnoses students' abilities/progress; provides humanly supportive environment; uses behavioural management strategies; works cooperatively with adults; utilizes psychology of learning; evaluates utility of various instructional strategies; interprets task analysis; evaluates resource appropriateness; promotes mainstreaming.

Group Learning Centers. Illustrated for Home Economics. A Strategy for Use in Classes Mainstreaming Disabled Students.

Shultz, Jerelyn B.; Rougvie, Barbara S.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education. 1977 203p.

The purpose of this guide is to provide assistance for home economics teachers in gaining insight in working with mildly disabled students as individuals and as members of a mainstreamed class. Preceding the four major parts of this document are descriptions of the following related elements: characteristics of eighth and ninth grade students and provisions for their needs (including typical mild mentally and/or physically disabled learners); adult skills for living; group learning centres and group learning centre teaching modules. The objectives, generalizations, and basic concepts of the learning centre teaching module presented in this document are outlined in part 1. Two major plans for developing a learning centre teaching module on the topic of consumer education are presented in part 2. (The plans are appropriate for an eighth or ninth grade mainstreamed class.) Each plan includes an overview of the use of learning centres, directions for using learning centres, a guide for learning centre activities, and tips for classroom management. Part 3 contains the student materials needed for group learning centres, and part 4 contains the materials needed by the teacher.

Mainstreaming the Handicapped in Vocational Education. Serving the Mentally Retarded.

Smith, Claudette

American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977 69p.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped inregular vocational education settings, this module, dealing primarily with the educable mentally retarded (EMR), is designed to (1) explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the mentally retarded. Important points in setting up an individualized instructional programme for mentally handicapped students are considered and suggestions are made for modifying existing programmes to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module, and to apply the principles discussed to his or her own teaching situation.

Modifying Regular Vocational Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1976.

Tindall, Lloyd W.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education. 1976. 74p.

Reported are the activities of a project in Wisconsin aimed at modifying programmes providing inservice and instructional materials to vocational, technical, and adult education districts to allow participation by handicapped students. Section I provides a summary of project activities, including workshops, collection of materials, publications, exhibits at state and national programs and conferences, and consulting and advisory activities. Provided in Section II are presentations at meetings and conventions with the following titles: "Modifying Regular Programs for the Handicapped", "Modifying Vocational Programs for the Handicapped", and "Barriers on Employment of the Handicapped Relative to Materials". Summaries of eight workshops held in the vocational, technical, and adult education districts in Wisconsin are presented in Section III.

Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1977.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center. 1977 73p.

Reporting the development of multi-session inservice meetings directed at programme modification and prescriptive teaching of handicapped students enrolled in vocational, technical, or adult education (VTAE) programmes, this document is divided into three major sections. The first section contains a summary of the project activities. Included is information regarding cooperation with other agencies; inservice activities in the VTAE districts; collection of materials for handicapped and special education; project publications for use with handicapped person; state and national programme and conference participation; and consulting and advisory activities. A discussion of future directions concludes this first major section. Section two contains the following three papers which were delivered at various national and regional meetings: "Building Vocational Education for the Handicapped"; "Zeroing in on the Barriers which Keep the Handicapped from Employment—A Big Job for Vocational Researchers"; and "Integrating the Handicapped Student into Regular Classes: Can the Educational Researcher Help?" Section three (half of the report) contains summaries of the workshops held in six of Wisconsin's VTAE districts.

Improving Vocational Education Services for Handicapped Students. Final Report.

Weisgerber, Robert A.; Smith, Claudette A.

American Institutes for Research in the Behavioral Sciences, Palo Alto, California. March, 1977 45p.

The project was designed to develop a comprehensive set of instructional materials for use in the training of vocational educators who will be instructing handicapped students as a part of their regular classes. These materials were to convey information at various levels of specificity, including (1) a general understanding of the attitudes, problems, and concerns which affect the handicapped group, (2) an awareness of the needs arising from selected types of disabilities and impairments, and (3) a strategy for use when planning education for a handicapped student. Priorities for content in the resulting seven modules of instruction were established cooperatively with an advisory panel, and were developed in cooperation with consultants knowledgeable in the various handicapping conditions. Overall, the modules were found to meet or surpass the evaluators' expectations in terms of providing information on five main ideas: rights and entitlements, attitudes toward the handicapped, information about different handicapped conditions, training the handicapped for competitive employment, and helping a particular handicapped student.

Mainstreaming the Handicapped in Vocational Education. Developing a General Understanding.

Weisgerber, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, California. 1977 93p.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators working at the secondary level, and focuses on (1) acquainting vocational educators with the ethical and legal rights of the handicapped to vocational education services (section 1), (2) familiarizing vocational educators with particular handicapping conditions, including terminology, variations in severity, and differing capabilities of handicapped students (section 2), (3) acquainting vocational educators with the components (planning, instructional design, and evaluation) of vocational education programmes for the handicapped and providing illustrations from existing mainstreaming efforts for the various handicapped categories being considered (sections 3 and 4), and (4) acquainting vocational eductors with resource and referral agencies and various publications available to aid them in the instruction of handicapped students (covered in the resource section). A final assessment section provides questions to serve as a check of general understanding of instructional considerations in teaching the handicapped.

Vocational Education: Teaching the Handicapped in Regular Classes.

Weisgerber, Robert, Ed.

Council for Exceptional Children, Reston, Va. 1978 89p.

Divided into 7 units, the book provides vocational educational teachers with inservice training on practical knowledge and work skills for working with mainstreamed handicapped students. Unit 1 explores the rights of the handicapped, the capabilities and characteristics of the handicapped, training for competitive employment, shaping the training environment, evaluating the programme. Attitudes that can affect success in teaching mainstreamed handicapped students are discussed in unit 2. Units 3, 4, 5, and 6 deal with individualized instruction for health impaired students, visually handicapped students, mentally retarded students, and students with communications disorders respectively. A plan for action is presented in unit 7, outlining steps for instruction of a specific topic to a specific student.

"Adult Education and Disadvantage: The Special Needs of Physically Handicapped Students"

Wells, Jenny Headlam

Adult Education v49n6: 359-366, March, 1977.

Intended to provide a clearer understanding of the educational needs of the disabled, the difficulties in meeting these needs, and some suggestions as to how the difficulties might be overcome.

Home and Family Living Laboratory Curriculum Guide. 1975 Developmental Edition.

Will, Patricia, Ed.

Saint Paul Public Schools, Minn. Home and Family Living Lab. 1975. 357p.

Presented is the curriculum guide from the Home and Family Living Laboratory, a project of the Child Development Center (St. Paul, Minnesota) which serves educable mentally retarded and trainable mentally retarded teenagers and young adults. It is explained that the laboratory setting is a house (next to the school building) which accommodates 12 students, and that the purpose of the programme is to facilitate transfer of home maintenance and home economics skills to a real life situation. Introductory information includes: a history of the project, a description of mainstream (association with non-handicapped students) aspects of the programme, take-home activities coordinated with each curriculum unit, and a guide for media to be used with each unit. Seven curriculum units cover the following topics (with sample objectives in parentheses): living in a neighbourhood (understanding the rights and responsibilities of a property owner); money and the consumer (locating the price tag on an item); personal needs within the family (learning grooming and meal management); interior home care and planning (vacuuming); home maintenance (raking leaves); home emergencies (handling home fires); and leisure time (participating in games and hobbies). Provided for each unit are objectives, learning activities, vocabulary, teaching aids/resources, related academic objectives, and evaluative criteria.

Handicapped—General

Teaching the Physically Handicapped to Swim

Anderson, William
1968
Richmond Public Library

Born That Way

Carlson, Earl Reinhold
1941
Selkirk College

Special People: A Brighter Future for Everyone with Physical, Mental and Emotional Disabilities

Cohen, Shirley
1977
BCIT, Capilano College

Disability and Rehabilitation Handbook

1978
BCIT, UBC, University of Victoria

Severe Disabilities: Social and Rehabilitation Approaches

Hardy, Richard E.
1974
BCIT, Selkirk College

Sex Education and Counseling of Special Groups: The Mentally and Physically Handicapped, Ill and Elderly

Johnson, Warren Russell
1974
BCIT

A Handbook of Medical, Educational, and Psychological Information for Teachers of Physically Handicapped Children

Love, Harold D.
1977
Simon Fraser University

Physical Disability and Human Behavior

McDaniel, James W.
1976
BCIT

Sex, Society, and the Disabled: A Developmental Inquiry into Roles, Reactions and Responsibilities

Robinault, Isabel Pick
1978
UBC, University of Victoria

Therapeutic Re-creation: Ideas and Experience

Robinson, Frank Melvin
1974
BCIT

Foundations of the Vocational Rehabilitation Process

Rubin, Stanford E.
1978
UBC

Sexual Consequences of Disability

1978
Burnaby Public Library

Human Sexuality in Physical and Mental Illnesses and Disabilities: An Annotated Bibliography

Shatked, Ami
1978
UBC

Counseling Parents of Exceptional Children: Principles, Problems, and Procedures

Stewart, Jack C.
1974
College of New Caledonia

The Special Needs Student in Vocational Education: Selected Readings

Urban, Stanley J.
1974
UBC

Rehabilitation of the Physically Handicapped Adolescent

Waldhorn, Hilda K.
1973
Richmond Public Library

An Introduction to Domestic Design for the Disabled

Walter, Felix
1968
BCIT

An Administrator's Handbook of Special Education: A Guide to Better Education for the Handicapped

Wirtz, Morvin A.
1977
BCIT; Simon Fraser University

Visually Impaired

An Investigation into Some Aspects of Visual Handicap

Abel, Rhoda Ann
1976
UBC

Blindness: What it is, What it does, and How to Live with it

Carroll, Thomas J.
1961
Douglas College

A Guide for Social Competency: Course of Study for the Visually Handicapped

Davidow, Mae E.
1974
UBC

Teaching the Visually Handicapped

Hanningen, Kenneth A.
1975
UBC

Towards Integration: A Study of Blind and Partially Sighted Children in Ordinary Schools

Jamieson, Monika
1977
BCIT; Simon Fraser University

Basic Visual Processes and Learning Disability

Leisman, Gerald
1976
Capilano College

Library Resources for the Blind & Physically Handicapped

No date
UBC

The Visually Handicapped Child in School

Lowenfeld, Berthold
1973
David Thompson University Centre

The Changing Status of the Blind: From Separation to Integration

Lowenfeld, Berthold
1975
UBC

The Blind Student in the Regular Classroom: A Guide for Teachers and Students

McDonald, S.
1976
Malaspina College

The Meaning of Blindness: Attitudes Toward Blindness and Blind People

Monbeck, Michael E.
1973
Douglas College; College of New Caledonia; Northern Lights College; Richmond Public Library

Can't Your Child See?

1972
University of Victoria

Educational Materials for the Handicapped: A Preliminary Union List

Thiele, Paul E.
1978
UBC; University of Victoria

Tactual Mapping: Design, Reproduction, Reading and Interpretation

Wiedel, Joseph W.
1972
University of Victoria

Deaf or Hearing Impaired

Cleft Palate, Middle Ear Disease, and Hearing Loss

1978
UBC

Manual Communication: A Basic Text and Workbook with Practical Exercises

Christopher, Dean A.
1976
Camosun College

Communicative Skills Program. A Basic Course in Manual Communication—2nd ed.

1973
Vancouver Community College

Deaf Evaluation & Adjustment Feasibility: Guidelines for the Vocational Evaluation of Deaf Clients

1976
University of Victoria

Deafness and Learning: A Psychosocial Approach

1973
Douglas College, Vancouver Community College

The Language of Life: A Language and Life Skills Book for Deaf Teenagers and Young Adults

Gouchnor, Elizabeth A.
1973
Vancouver Community College

Handbook of Adult Rehabilitative Audiology

1978
UBC

Educational and Psychosocial Aspects of Deafness

Hardy, Richard E.
1974
BCIT; Douglas College; Vancouver Community College

Language Development and Intervention with the Hearing Impaired

Kretschmer, Richard R.
1978
BCIT; Simon Fraser University; UBC; University of Victoria

Psychology of Deafness for Rehabilitation Counselors

1976
BCIT; East Kootenay Community College; Northern Lights Community College; Okanagan Community College; UBC

The Hearing Loss Handbook

Rosenthal, Richard
1975
BCIT; Douglas College; College of New Caledonia; Richmond Public Library; Vancouver Community College

Speech and Lipreading Instructional Program: A Beginner's Manual for the Hearing Impaired

Shurina, Mary Ann
1977
Douglas College

Physically Handicapped

Games, Sports, and Exercises for the Physically Handicapped—2nd ed.

Adams, Ronald C.
1975
Camosun College; College of New Caledonia; Richmond Public Library; Simon Fraser University

Individuals with Physical Disabilities: An Introduction for Educators

Best, Gary A.
1978
Simon Fraser University; University of Victoria

Disability and the Environment

1978
University of Victoria

How to Create Interiors for the Disabled: A Guidebook for Family and Friends—1st ed.

Cary, Jane Randolph
1978
BCIT

Medical and Psychological Aspects of Disability

Cobb, Aldrena Beatrix
1973
Douglas College

Psychological Aspects of Physical Disability: A Guide for the Health Care Educator

Eisenberg, M.G.
1977
BCIT

So You're Paralysed . . .

Fallon, Bernadette
1975
Camosun College

Psychological Practices with the Physically Disabled

Garrett, James F.
1962
Okanagan Regional Library; Selkirk College; Simon Fraser University

Rehabilitation Practices with the Physically Disabled

Garrett, James F.
1973
College of New Caledonia

Personal Social Services for the Handicapped

Hepworth, H. Philip
1977
Okanagan Regional Library

A Survey of Canadian Information Services for the Physically Disabled

Levy, Steven S.
1978
Legislative Library, Victoria; University of Victoria

Easy Walking—1st ed.

Nasaw, Jonathan Lewis
1975
Douglas College; Richmond Public Library

Functional Aids for the Multiply Handicapped

Robinault, Isabel Pick
1973
Camosun College; Simon Fraser University

Care of the Patient with a Stroke: A Handbook for the Patient's Family and the Nurse—2nd ed.

Smith, Genevieve Waples
1976
BCIT; Douglas College; Selkirk College

Your Handicap: Don't Let It Handicap You—rev. ed.

Splaver, Sarah
1974
Douglas College

Injuries of the Spinal Cord: The Management of Paraplegia and Tetraplegia

Sutton, Neville G.
1973
Simon Fraser University

Task Force on Concerns of Physically Disabled Women. Toward Intimacy: Family Planning and Sexual Concerns of Physically Disabled Women—2nd ed.

1978
UBC

The One-hander's Book: A Basic Guide to Activities of Daily Living

Washam, Veronica
1973
BCIT

Physical Disability—A Psychological Approach

Wright, Beatrice Ann (Posner)
1960
BCIT; Douglas College; Selkirk College; Simon Fraser University; Vancouver Community College

Learning Disabled

Academic Activities for Adolescents with Learning Disabilities

Bailey, Evalyn James
1975
Douglas College

Diagnosis and Remediation of Reading Disability

Dechant, Emerald V.
1968
BCIT

Teaching the Retarded Reader: A Guide for Teachers, Reading Specialists, and Supervisors

Cohn, Stella M.
1967
David Thompson University Centre

Teaching Techniques for Retarded and Pre-reading Students

Durbin, Mary Lou
1967
David Thompson University Centre

Dyslexia Defined

Critchley, Macdonald
1978
UBC

Learning Disabilities: A Competency Based Approach

Faas, Larry A.
1976
Northwest College

Learning Disabilities in Home, School and Community—rev. ed.

Cruickshank, William M.
1977
BCIT; Douglas College; Northern Lights College; Northwest College; Richmond Public Library; Simon Fraser University; Vancouver Community College

Handbook on Learning Disabilities: A Prognosis for the Child, the Adolescent, the Adult

1974
Capilano College

Casebook on Reading Disability

Harris, Albert Josiah
1970
Douglas College

The Therapeutic Classroom

Holmes, Monica Bychowski
1974
Douglas College; College of New Caledonia

Crisis in Reading: Strategies for Intervention

Jackson, Merrill S.
1977
University of Victoria

Dyslexia in the Classroom—2nd ed.

Jordan, Dale R.
1977
Simon Fraser University

The Development and Implementation of an Applied Psychology Course Utilizing Behavior Modification Procedures to Supplement a Community College Reading Program for Open Enrollment Students

Kahn, Gloria Batkin
1975
BCIT

A Word or Two About Learning Disabilities

Kronick, Doreen
1973
Okanagan College

Learning Disabilities Handbook: A Technical Guide to Program Development

1976
Northwest College; Simon Fraser University; Vancouver Community College

Basic Visual Processes and Learning Disability

Leisman, Gerald
1976
Capilano College

Learning Disabilities

McCarthy, James Jerome
1969
Capilano College; Malaspina College; College of New Caledonia; Northwest College; Okanagan College; Vancouver Community College

Cerebral Palsied and Learning Disabled Children: A Handbook/Guide to Treatment, Rehabilitation, and Education

Marks, Nancy C.
1974
BCIT; Simon Fraser University

The Learning Disabled Adolescent: Program Alternatives in the Secondary School

Marsh, George E.
1978
Simon Fraser University; UBC

Medical Problems in the Classroom: The Teacher's Role in Diagnosis and Management

1975
Simon Fraser University

Assessing the Learning Disabled: Selected Instruments

Mauser, August J.
1976
Simon Fraser University

Children With Reading Problems: Classic and Contemporary Issues in Reading Disability: Selected Readings

Natchez, Gladys
1968
Douglas College; Malaspina College; Okanagan Regional Library

Reading Problems: A Multidisciplinary Perspective

Otto, Wayne
1977
BCIT; Simon Fraser University

The Teacher's and Doctor's Guide to a Practical Approach to Learning Problems

Pavy, Robert N.
1974
Vancouver Community College

Can't Read, Can't Write, Can't Talk Too Good Either: How to Recognize and Overcome Dyslexia in Your Child

Purtell, Thelma C.
1974
Camosun College

Reading Disability: Diagnosis and Treatment—2nd ed.

Roswell, Florence G.
1971
Douglas College

Diagnosing and Correcting Reading Disabilities

Spache, George Daniel
1976
Vancouver Community College

Detection and Prevention of Learning Disorders

Yahraes, Herbert C.
1976
BCIT

Mentally Handicapped

Behaviour Modification with the Retarded Child

1975
Simon Fraser University

Life Experience Training: Education for Living Curriculum

Berendsen, William C.
1974
Camosun College

Christmas in Purgatory: A Photographic Essay on Mental Retardation

Blatt, Burton
1966
BCIT; Selkirk College

Training Developmentally Handicapped Persons: Basic Life Skills: A Task Analysis Approach

Cibiri, Stephen M.
1976
University of Victoria

Mental Retardation: A Developmental Approach

Cleland, Charles Carr
1978
BCIT; Northern Lights Community College; UBC

Sex and the Mentally Handicapped

Craft, Michael John
1978
Simon Fraser University; UBC; University of Victoria

Vocational Rehabilitation of the Mentally Retarded

Daniels, Lloyd Keith
1974
Douglas College

Teaching Appropriate Work Behavior

Day, Hymie I.
1975
BCIT

Cerebral Palsy and Related Disorders: A Developmental Approach to Dysfunction

Denhoff, Eric
1960
Simon Fraser University

Designing for the Handicapped: The Mentally Retarded, the Mentally Ill, the Maladjusted, the Blind, the Deaf, Those with Learning Difficulties, the Gifted or Exceptional Child

1971
BCIT

An Introduction to Mental Retardation: A Programmed Text

Ehlers, Walter H.
1973
BCIT; Okanagan Regional Library

Common Sense Approach to Community Living Arrangements for the Mentally Retarded

Fanning, John W.
1975
BCIT

Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult

Gardner, William I.
1971
College of New Caledonia; David Thompson University Centre

Career Education for Children with Learning Disabilities

Gille, Pamela
1978
UBC

Final Report on Public Health, Grant No. 609-7-323: Definition, Qualification, Planning and Operation of Services and Facilities for the Intellectually Handicapped Residing on the North Shore

Jones, T.T.
1973
Capilano College

Mental Handicap: A Brief Guide

Kirman, Brian
1975
BCIT

Language of the Mentally Retarded

1972
Douglas College; Simon Fraser University

Mental Retardation: Present and Future Perspectives

Leland, Henry
1974
College of New Caledonia

Manual on Terminology and Classification in Mental Retardation—1977 rev.

1977
BCIT; Camosun College; Okanagan Regional Library; UBC

National Institute on Mental Retardation, John Orr Foster Reference Library

Catalogue of John Orr Foster Reference Library
1972
Malaspina College

The Mentally Retarded Child: A Psychological Approach—2nd ed.

Robinson, Nancy M.
1976
Camosun College; Capilano College; East Kootenay Community College; Malaspina College; Simon Fraser University; Vancouver Community College

Mental Retardation

Schlanger, Bernard Burton
1973
Malaspina College

Directory of Services for Mentally and Physically Handicapped of Lower Mainland

Social Planning and Review Council of British Columbia (S.P.A.R.C.)
no date
Capilano College

Mental Retardation, the Law, Guardianship

Swadron, Barry B.
1972
College of New Caledonia; Selkirk College

The Mentally Handicapped: Towards Normal Living

1978
University of Victoria; UBC

A Look into the Future for Systems of Human Services, with Special Reference to Mental Retardation

Wolfensberger, Wolf
1973
UBC

The Principle of Normaliztion in Human Services

Wolfensberger, Wolf
1972
Camosun College; Capilano College; Douglas College; Northwest College; Okanagan College; Okanagan Regional Library

BCIT

ABC of Sex Education for Trainable Persons

20 min. Colour.

A film about the teaching of sex education to the mentally handicapped.

BCIT

Bertha

35 min. Colour. 1973

Documents the life of Bertha, a mentally handicapped teenage girl. Raises such moral and ethical questions as sterilization and birth control for the mentally handicapped.

BCIT; Douglas College; East Kootenay Community College; Camosun College; UBC; Vancouver Community College

Danny and Nicky

(NFB) 56 min. Colour. 1969

Comparison of two mentally retarded boys—one living at home and attending a special school and the other in a large institution for the retarded.

BCIT

Ears to Hear

(NFB) 28 min. Colour. 1976

Shows how hearing-impaired children are now learning to speak by "listening" to the sounds of normal speech. Focuses on the work being done in Toronto's Hospital for Sick Children and at the Montreal Oral School for the Deaf.

BCIT

Family of Friends

25 min. Colour. 1975

Examines the everyday lives of mentally handicapped young adults living in a group home. Explores the relationships among house residents, the natural parents, resident house managers and neighbours.

UBC

Fitting In

(UWI) 27 min. Colour. 1975

The film addresses the many problems faced by the mentally handicapped—job and public discrimination, public misunderstanding, personal conflicts, the inherent limitations.

UBC

Four in Every Thousand

(ACF) 18 min. Colour. 1970

A film illustrating the care and treatment of the mentally handicapped.

BCIT; Selkirk College

He's Not the Walking Kind

28 min. Colour. 1972

Brian Wilson uses a wheelchair and holds a job, looks after himself, and moves about on his own. Provides insight into the private daily struggle of the handicapped.

UBC

I Can Hear But I Can't Understand

(AUS) 29 min. Colour. 1976

A look at the National Hearing and Acoustic Centre of Australia. Counselors interview, test and instruct patients of all age groups.

UBC

It's Ability That Counts

(BRIT) 25 min. Colour. 1976

Sports can enhance the lives of disabled people. Wheelchair occupants, paraplegics, amputees and the blind learn various sports.

Selkirk College

It's Good to Be Back

(NFB) 24 min. Colour. 1966

The story of a man blinded in an auto accident and how he makes his way back to self-respect and self-support with the assistance of an adjustment training course at the CNIB.

BCIT

Leo Bauerman

(MAG) 13 min. 1969

Illustrates how a man deals with his physical handicap.

UBC

Let Me Try

(EBF) 6 min. Colour. 1977

An animated film to initiate awareness of mental retardation as a handicapping condition. It presents factual information about mental retardation and dramatizes how children cope with it.

BCIT; Selkirk College; Vancouver Community College	**Like Other People** (KAS) 37 min. Colour. 1973 Shows and discusses the feelings and attitudes of a group of physically handicapped people in an English institution for the handicapped.
Simon Fraser University	**My Friends Call Me Tony** (NFB) 12 min. Colour. 1975 Part of the Children of Canada series looks at a ten year old boy who can distinguish only light from shadow.
Camosun College; Douglas College; University of Victoria	**Mr. Symbol Man** (NFB) 50 min. 1974 The story of Charles K. Bliss who invented a symbol language as a way of overcoming the barrier of different languages and then found it has ever greater application when used with speech-handicapped children.
UBC	**Normalization—The Right of Respect** (AAR) 15 min. Colour. 1973 In Georgia, a bill has been passed to give physically and/or mentally handicapped people their rights. This film illustrates how these benefit a handicapped person's lifestyle.
Vancouver Community College	**Portrait of Christine** (KIN) 25 min. Colour. 1977 A film about an attractive, dynamic young woman. Much more articulate than most, she walks with a severe limp, and sometimes uses a cane or helping hand while tearing through life with an unusual degree of energy and enthusiasm. Her own experiences of lengthy hospital sessions, getting around in cities meant for the healthy and fit, and growing up disabled, as well as working with the handicapped, make her observations about life compelling.
UBC	**Question of Attitude** (ACF) 12 min. Colour. 1970 A film that asks employers to stop and recognize the basic prejudices they hold against hiring disabled personnel. This film demonstrates just how well a handicapped person can perform when given the chance.

BCIT; UBC

Shelley

(CNIB) 26 min. Colour. 1974

Traces the development of a blind child from infancy to school age. Shelley's parents encouraged her to develop in the same sequence and at the same rate as a sighted child.

UBC

Sheltered Workshops

(ACF) 26 min. Colour. 1970.

Surveys a number of sheltered workshops in Australia, investigating the problems of management and those of employees, of teaching and production. Workers have a variety of disorders: paraplegia, cerebral palsy, various forms of mental and physical handicaps.

Wasted Resources

(CBC) 23 min. Colour. 1977

Focuses on the efforts of the Supportive Work Placement Program, started in 1975 by Mamie Ablamowiez, to find mentally retarded adults jobs in industry.

These films may be borrowed for a nominal fee from the University of Alberta. The address is:

Educational Media Division
Faculty of Extension
University of Alberta
Edmonton, Alberta
T6G 2G4

Mentally Handicapped Children Growing Up

20 min. Black and White

The Brooklands Experiment in England shows that retarded children at home develop more satisfactorily than those in institutions. At Brooklands sixteen severely subnormal children were reared in "family" units, learning to share, to make decisions, to respond to affection, human values and independence that cannot be developed in overcrowded institutions. (National Society for the Mentally Handicapped)

Sheltered Workshops (Phase E)

5 min. Color. 1964.

(Aids for Teaching the Mentally Handicapped) Actual work experiences, adjusted to the levels of the students' abilities, are offered. Participants process products that are used in the consumer market. The work is divided into simplified steps, each of which can be mastered by the students. This is often facilitated by the use of specially designed guiding devices. Once mastered, the tasks are pursued industriously and with pride. They have learned to make many satisfying adjustments to their limited world. (Thorne)

These audio-visual resources may be borrowed from the National Institute on Mental Retardation (N.I.M.R.) through the interlibrary loan system. The address is:

National Institute on Mental Retardation
Kinsmen N.I.M.R. Building
York University Campus
4700 Keele Street
Downsview, Ontario
M3J 1P3

Visual Perception and Failure to Learn

20 min. Black and White. 1966.

Many children in nursery school, kindergarten, and primary grades show difficulties in learning, in adjustment, or both. The film illustrates one of the frequently unrecognized causes—a disability in visual perception. Its effect upon learning is demonstrated as children with varying perceptual problems attempt to perform school tasks. These disabilities are explained and identified using the Marianne Frostig Development Test of Visual Perception. (Churchill)

If You're Not There, You're Missed

30 min. Black and white. 1967

Dr. Jean Vanier's adult hostels and sheltered workshops in France. Produced for C.B.C. television feature "Spectrum".

Marc Gold Workshop

60 min.

Dr. Marc Gold demonstrates his "Try Another Way" method with an adult and a scene-stealing four-year-old. The tape was recorded during an N.I.M.R. Training Course featuring Dr. Gold.

Mental Retardation and Human Sexuality

20 min. 1971.

Produced by the co-author of *Love, Sex and Birth Control for the Mentally Retarded*, this filmstrip is designed for inservice staff training and parent education.

Nursing the Mentally Retarded Adult

30 min. Colour. 1977

The definition of mental retardation is reviewed and work training, employment opportunities and community living are examined in some depth. Nurses are reminded that disability does not mean inability. The trend towards integrated residential accommodation for retarded adults is explored. A group home where retarded and non-retarded adults live together is shown as providing the chance to learn how to live in the community, and offering the necessary support for growth towards increased independence.

Ordinary Work

30 min. Colour. 1970

This film describes Dr. Emmanual Chigier's experimental project in Israel with severely mentally handicapped young men, utilizing the peer group principle in training them in agricultural work.

People First

34 min. Colour. 1976.

People First, the first self-advocacy group of disabled citizens began when a small group of former residents of Fairview Hospital and Training Center in Salem, Oregon, decided to speak for themselves. As the camera travels around the convention sessions, the social activities, the group home, the workshop, and the community the people answer for us: What does independence mean? What do we do when people call us retarded? How is maximum growth facilitated?

Sex Education and the Mentally Retarded: Winnifred Kempton

60 min.

Mrs. Kempton is Director of Education and Community Organization, Planned Parenthood Association of Southeastern Pennsylvania, Chairman of the Philadelphia Council on Sexuality and the Retarded, and author of several publications and filmstrips on sexuality.

Sharing the Experience with June

28 min. Colour. 1979

The experience shared with June is the universal one of growing up. She is 14 years old and lives in a group home where her counsellor is helping her to take her place in the community and to understand about sexual maturity and the many other changes that take place as June changes from a child to a young woman. Recommended for public education as well as for parents, teachers, and residential staff persons.

Winter Headway

11 min. Colour. 1973

Excerpts from the filming of a ski travel exchange programme in 1971 between mentally handicapped students in Quebec and British Columbia. These two films may be borrowed free of charge from:

Modern Talking Picture Service Inc.
Vancouver, British Columbia

Apartment 209

14 min. Colour.

The life of a young couple, both of whom have cerebral palsy, is documented. Their problems, thoughts and solutions to independent living is brought out in this film. Produced by Ministry of Community and Social Services.

Different Approach

21 min. Colour. 1978

Film uses broad comedy to deal with the traditionally serious subject of employment of the handicapped.

These films are available from the Vancouver Neurological Centre. The address is:

Vancouver Neurological Centre
1195 West 8th Avenue
Vancouver, British Columbia
V6H 1C5

Doctors Talk About Epilepsy

24 min. Colour.

Designed primarily for physicians who do not specialize in neurological disorders, the film features some of the most eminent authorities in neurology and the epilepsies. It covers diagnosis, current treatment, and new developments. The film is also suitable for other health professionals and for lay people who already have some knowledge of epilepsy.

Epilepsy: For Those Who Teach

13 min. Colour.

A film designed to help teachers and school staff in understanding what epilepsy is; how to handle it in the classroom; how to deal with the epileptic child and his classmates; and how to give the emotional support needed by the child with epilepsy.

This videotape is available for rent from the B.C. Association for the Mentally Retarded and may be obtained through the interlibrary loan system.

B.C. Association for the Mentally Retarded
221–119 West Pender Street
Vancouver, B.C.
V6B 1S5

What a Life

(BCAMR) 13 min. Colour.

An excellent depiction of the nature and needs of handicapped people. It stresses the importance of the integration of handicapped people into the wide range of activities that are available to non-handicapped persons. It illustrates the discriminations and advantages faced by the handicapped.

This videotape is available from the University of Victoria.

Film Library
University of Victoria
Victoria, British Columbia

From Where I Sit

(UNIV. VIC) 21 min. Colour. 1980

A view of the university campus as seen by a university student who uses a wheelchair.

These films and videotapes are available from the Provincial Educational Media Centre (PEMC). The address is:

7351 Elmbridge Way
Richmond, B.C.
V6X 1B8
Telephone: 278-4961

Videotapes are for sale only and are not available on loan. Films may be borrowed from PEMC through the interlibrary loan system.

Don't Call Us Retarded

VT-26

(VCC) 14 min. Black and white. 1980

This presentation produced by Vancouver Community College shows a variety of lifestyles that are being achieved by mentally handicapped adults in the community. It presents sheltered work and living situations as well as semi-independent and independent situations. The adults photographed provide commentary as to their feelings about the label "mentally retarded" and being able to participate in the community. The programme could lead into discussion of such present day issues as integration, education or training, employment opportunities, and human rights issues.

Dyslexia

VT-18

(UPIT) 14 min. Colour. 1976

Filmed at the London Dyslexia Institute, this repon shows reading exercises and other experiments to overcome the handicap of dyslexia or word blindness, which makes reading difficult, if not impossible. Roving Report Series.

Listen

(TCL) 30 min. Colour.

People who have had a loss of hearing relate their experiences. The sound track is used effectively to measure what people are able to hear at various stages of hearing loss. NOTE: This film is captioned.

Swan Lake: Conversations with the Deaf

(TCL) 30 min. Colour.

In the film deaf teenage students discuss a range of topics including their feelings towards school, their parents, sign language and the hearing world. NOTE: This film includes sound and signing.

• NOTE: Both of the above films are also available from Vancouver Community College.

The following films are available from the Canadian Filmmakers Distribution Centre. They are available for rental or sale. Canadian Filmmakers also offers a preview service wherein films are available without charge for preview to purchase evaluation by educational and government institutions, and organizations operating free-loan libraries. The address for Canadian Filmmakers Distribution Centre is:

144 Front Street West–Suite 430
Toronto, Ontario
M5J 2L7
Telephone: (416) 593-1808

Debbie

15 min. Black and white. 1980

"Debbie" is a sensitivie, personal, self-revealing profile about twenty-one year old Debbie, a mentally handicapped woman, and her strong will to survive. The film shows that some of the mentally handicapped, given the chance, can function independently and lead productive lives.

Eddy

10½ min. Black and white. 1977

A sympathetic documentary about Eddy, a handicapped middle-aged man, whose whole life revolves around collecting garbage. This film explores how the mundane task of collecting garbage gives purpose to Eddy's life.

Extreme Close-Up

21½ min. Black and white. 1980

"Extreme Close-Up" is a documentary about young adults who are multi-handicapped, but who have one handicap in common—blindness. The film not only confronts what it is like to be blind, but also presents these young people as having discovered self-expression through music.

Gestes Absurdes

25 min. Colour. 1979

A documentary on physically handicapped people, and the sometimes absurd behaviour they elicit from the rest of humanity. Three particular attitudes emerge: avoidance, rejection, and over-protection. The film explores these very human reactions in an attempt to understand the relationship between the able and the disabled. Finally, we are shown how warm, natural contact can be made by overcoming our fear through understanding.

Help Me Somebody

15 min. Colour. 1974

"Help Me Somebody" is a film produced in co-operation with the Niagara Institute for Human Development. The film explores the operation of a modern day treatment centre, and shows how it helps emotionally disturbed and perceptually handicapped children and their families.

Let's Get a Move On

23½ min. Colour. 1976

Teachers, professionals and parents who have an interest in special education will be drawn to this film. Shot on location at a senior public school in Toronto, the film looks at the kind of educational programmes that work best in aiding intellectually handicapped young people integrate into society. Here we observe ten students who are learning to navigate the public transportation system.

More Than One

63 min. Black and white. 1971

"A documentary about young people who are retarded . . . but retarded doesn't define a human condition . . . Inside are people with ambitions, hatreds, dreams, loves, etc. People who would like to get married, go to Tahiti, write a great play or buy a color T.V. People who cry when they are frustrated and laugh when something pleases them . . . a stirring recognition and a disquieting sense that retarded doesn't mean a hell of a lot." Marshall Delaney, *Saturday Night*.

Stop Look Listen

18 min. Colour. 1977

The Haney Centre is a non-residential treatment centre for approximately 25 retarded young adults aged 18-21. "Stop Look Listen" is an insightful look at The Haney Centre—the activities and programmes of the centre as well as the staff and students. The staff speaks of some of the goals and aspirations they have both for the centre and for the people passing through their programme. Most importantly, the students themselves speak out strongly and emotionally in this film as they strive to communicate that part of their handicap lies in the way that the rest of society views them.

World of One in Seven

18 min. Colour. 1975

Made by Quarry Films in the summer of 1975 with a grant from the Belleville Yardmen Benefit Fund, this film explores the problems of finding employment for the handicapped. The object of the film was to illustrate several people who have physical disabilities and who are working already, choosing people who represent a range of disabilities both hidden and highly visible, i.e., heart problems, epilepsy, and those confined to wheelchairs. The film allows the people to speak for and about themselves.

APPENDICES

APPENDIX I: ACHIEVEMENT CENTRES

M.S.A. Association for the Retarded

Wildwood Training Centre
Box 223
Abbotsford, B.C. V2S 4N9

M.S.A. Community Services

2420 Montrose Street
Abbotsford, B.C. V2S 3S9

Armstrong-Enderby Association for the Mentally Retarded

Kindale Training Centre
Box 94
Armstrong, B.C. V0E 1B0

Burnaby Association for the Mentally Retarded

Burnaby Activity Workshop
1612 Ingleton Avenue South
Burnaby, B.C. V5C 5R9

Campbell River District Association for the Mentally Retarded

"Our Place" Activity Centre
1153 Greenwood Street
Campbell River, B.C. V9W 5B1

Kootenay Society for the Handicapped

Clay Castle
P.O. Box 3204
Castlegar, B.C. V1N 3H5

Chilliwack and District Opportunity Workshop

10135 Williams Street North
Chilliwack, B.C. V2P 5H3

Bevan Lodge Association

Special Opportunity Centre
R.R. 3
Courtenay, B.C. V9N 5M8

Kootenay Society for Handicapped

Cranbrook Achievement Centre
P.O. Box 68
Cranbrook, B.C. V1C 4H6

Kootenay Society for Handicapped

Cresteramics
Box 1427
Creston, B.C. V0B 1G0

Dawson Creek Society for Retarded Children

"The Place"
9937–17th Street
Dawson Creek, B.C. V1G 2B7

Duncan and District Association for the Mentally Retarded

Cowichan Opportunity Centre
Box 204
Duncan, B.C. V9l 3X3

Salt Spring Island Community Society

Salt Spring Island Achievement Centre
P.O. Box 1114
Ganges, B.C. V0S 1E0

Sechelt and District Association for the Mentally Retarded

Sunshine Achievement Centre
Box 1128
Gibsons, B.C. V0N 1V0

Grand Forks and District Society for the Handicapped

Broadacres Achievement Centre
Box 662
Grand Forks, B.C.

Hope Association for the Retarded

Tillicum Workshop
Box 1299
Hope, B.C. V0X 1L0

Windermere and District Social Service Society

Lake Windermere Workshop
P.O. Box 360
Invermere, B.C. V0A 1K0

Kamloops Society for the Retarded

Pleasant Services
Box 432
145 Briar Avenue
Kamloops, B.C. V2C 5L1

Canadian Mental Health Association

Kelowna Discovery Club
1551 Lambert Street
Kelowna, B.C. V1Y 4H4

Canadian Mental Health Association

Rutland & Winfield Discovery Club
1551 Lambert Street
Kelowna, B.C. V1Y 4H4

Kelowna and District Society for the Retarded

Sunnyvale Workshop
555 Fuller Avenue
Kelowna, B.C. V1Y 7W8

Kitimat Association for the Mentally Retarded

Kitimat Workshop
660 West Columbia Street
Kitimat, B.C.

Langley Association for the Handicapped

"Bridge" Achievement Centre
Box 3344
Langley, B.C. V3A 4R7

Maple Ridge Association for the Mentally Retarded

Harold E. Johnson Centre
26231 Dewdney Trunk Road
Maple Ridge, B.C. V2W 1A2

Maple Ridge-Pitt Meadows Community Services Council

Haney Activity Centre
11907–228th Street
Maple Ridge, B.C. V2X 8G8

Nicola Valley Association for the Mentally Retarded

Ska-Lu-La Training Centre
Box 857
Merritt, B.C. V0K 2B0

Mission Workshop Association

c/o Royal Canadian Legion
32965 Lougheed Highway
Mission, B.C. V2V 1B4

Canadian Mental Health Association

Contact House
1665 Grand Street
Nanaimo, B.C.

Nanaimo Association for the Mentally Retarded

Narco Centre
98–7th Street
Nanaimo, B.C. V9R 1C8

Kootenay Society for the Handicapped

Silver King Industries
Box 243
Nelson, B.C. V1L 5P9

New Westminster-Coquitlam Society for the Retarded

Beacon Services (governing agency)
125 McInnes Street
New Westminster, B.C.
V3M 3W9

New Westminster-Coquitlam Society for the Retarded

Beacon Services (Port Moody Division)
125 McInnes Street
New Westminster, B.C. V3M 3W9

S.A.E.N.E. Society

Sha Na Na Club
482A East Columbia Street
New Westminster, B.C. V3L 3X5

Canadian Mental Health Association

The Corner House
272 East 4th Street
North Vancouver, B.C. V7L 1H9

North Shore Association for the Mentally Retarded

Arc Services Workshop
c/o 3069 Lonsdale Avenue
North Vancouver, B.C. V7N 3J6

North Shore Association for the Mentally Retarded

Coolinda Progress Services
c/o 3069 Lonsdale Avenue
North Vancouver, B.C. V7N 3J6

Parksville-Qualicum Beach Association for the Handicapped

T.E.C.H. Achievement Centre
Box 578
Parksville, B.C.

Penticton and District Society for the Mentally Handicapped

Penticton Training Centre
180 Industrial Avenue West
Penticton, B.C. V2A 6X9

Alberni District Association for the Mentally Retarded

Arrowsmith Workshop
4450–8th Avenue
Port Alberni, B.C. V9Y 4S7

New View Society

c/o 2266 Wilson Avenue
Port Coquitlam, B.C. V3C 1Z5

Powell River Association for the Mentally Handicapped

Artaban Services
Box 223
6831 Artaban Street
Powell River, B.C. V8A 4Z6

Prince George and District Association for the Retarded

The Aurora Activity Centre
966 Fifth Avenue
Prince George, B.C. V2L 3K7

Prince Rupert Association for the Mentally Retarded

Prince Rupert Achievement Centre
P.O. Box 533
Prince Rupert, B.C. V8J 3P9

Princeton and District Community Services

Princeton Handicapped Action and Training Centre
Box 441
Princeton, B.C. V0X 1W0

Quesnel and District Association for the Mentally Retarded

Borealis Occupational Centre
611 Anderson Drive
Quesnel, B.C. V2J 3K6

Revelstoke and District Association for the Mentally Retarded

H.U.B. Achievement Centre
Box 2880
Revelstoke, B.C. V0E 2S0

Vancouver-Richmond Association for the Mentally Retarded

Richmond Sheltered Workshop
No. 3 Centre
1216 Vickers Way
Richmond, B.C. V6V 1H9

Salmon Arm Association for the Mentally Retarded

Shuswap Sheltered Workshop
Box 104
Salmon Arm, B.C. V0E 2T0

Upper Fraser Valley Society for the Retarded

Sunshine Drive Occupational Centre
Box 228
Sardis, B.C. V0X 1Y0

Surrey Association for the Mentally Retarded

Clover Valley Industries
Box 1205, Station A
Surrey, B.C. V3S 2B3

Surrey Rehabilitation Society

Surrey Achievement Centre for Handicapped Persons
#5–10694–135 Street
Surrey, B.C. V3T 4C7

Terrace Association for the Mentally Retarded

Three River Workshop
5010 Agar Street
Terrace, B.C. V8G 1J1

Kootenay Society for the Handicapped

Trail Rehabilitation Industries
3355 Laburnum Drive
Trail, B.C. V1R 2S8

Arbutus Work Incentive Society

Kitsilano Workshop
Rear–1080 West 7th Avenue
Vancouver, B.C. V6H 1B3

Arbutus Work Incentive Society

Mt. Pleasant Workshop
c/o 2455 Cypress Street
Vancouver, B.C. V6J 3M9

Vancouver Central Lions Club

"Carscraft" Bluebird Shop
1549 West Broadway
Vancouver, B.C. V6J 1W6

Canadian Mental Health Association

Vancouver Branch Activity Centre
#203–283 West 11th Avenue
Vancouver, B.C. V5T 2C4

Vancouver Mental Patients Association

2146 Yew Street
Vancouver, B.C. V6K 3G7

Canadian Mental Health Association

Burnaby Achievement Centre
#203–283 East 11th Avenue
Vancouver, B.C.

St. James' Social Service Society

Gastown Workshop
331 Powell Street
Vancouver, B.C. V6A 1G5

Vancouver-Richmond Association for the Mentally Retarded

Marine Drive Centre
1071 S.E. Marine Drive
Vancouver, B.C. V5X 2V5

Vancouver-Richmond Association for the Mentally Retarded

Clark Drive Workshop
1346 Clark Drive
Vancouver, B.C. V5L 3K8

Coast Foundation Society

#205–2940 Main Street
Vancouver, B.C. V5T 3G3

Berwick Memorial Centre

2765 Osoyoos Crescent
Vancouver, B.C. V1T 1X7

Canadian Mental Health Association

Vernon Activity Centre
3105 Coldstream Avenue
Vernon, B.C. V1T 1X8

Vernon and District Associationfor the Mentally Retarded

"Venture" Training Centre
Box 762
Vernon, B.C. V1T 6M7

Capital Region Association for the Mentally Handicapped

Langwood Branch
3861 Cedar Hill X Road
Victoria, B.C. V8P 2M7

Capital Region Association for the Mentally Handicapped

Sentinel Centre
3861 Cedar Hill X Road
Victoria, B.C. V8P 2M7

Capital Mental Health Association

Community Explorations
1450 Elford Street
Victoria, B.C. V8S 3S8

Capital Mental Health Association

Pathways Achievement Centre
c/o 1450 Elford Street
Victoria, B.C. V8S 3S8

Capital Mental Health Association

White Cross Centre
1450 Elford Street
Victoria, B.C. V8S 3S8

Garth Homer Society for the Handicapped

813 Darwin Avenue
Victoria, B.C. V8X 2X7

Semiahmoo House Association

1184 Oxford Street
White Rock, B.C. V4B 3P6

Williams Lake and District Association for the Mentally Retarded

The Summit
68 Broadway North
Williams Lake, B.C. V2G 1C1

APPENDIX II: COLLEGES, UNIVERSITIES AND SCHOOL DISTRICTS

Colleges

Camosun College

1950 Lansdowne Road
Victoria, B.C. V8P 5J2
Telephone: 592-1281

Capilano College

2055 Purcell Way
North Vancouver, B.C. V7J 3H5
Telephone: 986-1911

Cariboo College

P.O. Box 3010
Kamloops, B.C. V2C 5N3
Telephone: 374-5224

Douglas College

P.O. Box 2503
New Westminster, B .C. V3L 5B2
Telephone: 521-4851

East Kootenay Community College

P.O. Box 8500
Cranbrook, B.C. V1C 5L7

Fraser Valley College (E)

45600 Airport Road
Chilliwack, B.C. V2P 6T4
Telephone: 853-7441

Malaspina College

900–5th Street
Nanaimo, B.C. V9R 5S5
Telephone: 753-3245

College of New Caledonia

3330—22nd Avenue
Prince George, B.C. V2N 1P8
Telephone: 562-2131

North Island College

156 Manor Drive
Comox, B.C. V9N 6P7
Telephone: 339-5551

Northern Lights College

11401—8th Street
Dawson Creek, B.C. V1G 4G2
Telephone: 782-5251

Northwest College

P.O. Box 726
Terrace, B.C. V8G 4C2
Telephone: 635-6511

Okanagan College

1000 KLO Road
Kelowna, B.C. V1Y 4X8
Telephone: 762-5445

Selkirk College

P.O. Box 1200
Castlegar, B.C. V1N 3J1
Telephone: 365-7292

Vancouver Community College

675 West Hastings
Vancouver, B.C. V6B 1N2
Telephone: 688-1111

Universities

Simon Fraser University

8888 Burdett Highway
Burnaby, B.C. V5A 1S6
Telephone: 292-3111

University of British Columbia

Wesbrook Place
Vancouver, B.C. V6T 1W5
Telephone: 228-2211

University of Victoria

Box 1700
Victoria, B.C. V8W 2Y2
Telephone: 477-6911

School Districts

Director of Adult Education
School District #7

DTUC, 820—10th Street
Nelson, B.C. V1L 3C7
Telephone: 352-2241

Director of Adult Education
School District #11

2079 Columbia Avenue
Trail, B.C. V1R 1K7
Telephone: 368-6434

Director of Adult Education
School District #17

P.O. Box 1138
Princeton, B.C. V0X 1W0
Telephone: 295-6778

Director of Adult Education
School District #28

450 Bowron Avenue
Quesnel, B.C. V2J 2H5
Telephone: 992-2818

Director of Adult Education
School District #35

22259—48th Avenue
Langley, B.C. V3A 3Z7
Telephone: 534-7891-33

Director of Adult Education
School District #36

14225—56th Avenue
Surrey, B.C. V3W 1H9
Telephone: 594-0411

Director of Adult Education
School District #37

4995—45th Avenue
Delta, B.C. V4K 1K4
Telephone: 946-0194

Director of Adult Education
School District #38

7900 Alderbridge Way
Richmond, B.C. V6X 2A5
Telephone: 278-3756

Community Education
Services
Vancouver School Board

1595 West 10th Avenue
Vancouver, B.C. V6J 1Z8
Telephone: 731-1131 (253)

Director of Adult Education
School District #40

835 Eighth Street
New Westminster, B.C. V3M 4Z8
Telephone: 522-0644

Director of Adult Education
School District #41

5325 Kincaid Street
Burnaby, B.C. V5G 1W2
Telephone: 299-0611, 299-4362

Director of Adult Education
School District #42

22340 Selkirk Avenue
Maple Ridge, B.C. V2X 2X0
Telephone: 463-3415

Director of Adult Education
(Centennial)
School District #43

570 Poirier Street
Coquitlam, B.C. V3J 6A8
Telephone: 936-7205

Coordinator of Adult
Education (Coquitlam)
School District #43

3550 Wellingdon Street
Port Coquitlam, B.C.V3B 3Y5
Telephone: 941-5403

Coordinator of Adult
Education
School District #43

300 Albert Street
Port Moody, B.C. V3H 2M5
Telephone: 939-6656

Director of Adult Education
School District #44/45

721 Chesterfield Avenue
North Vancouver, B.C. V7M 2M5
Telephone: 985-8741

Director of Adult Education
School District #46

P.O. Box 6
Sechelt, B.C. V0N 3A0
Telephone: 885-3512

Director of Adult Education
School District #48

P.O. Box 250
Squamish, B.C. V0N 3G0
Telephone: 892-5228

Director of Adult Education
School District #50

Box 69
Queen Charlotte City, Q.C. V0T
IS0
Telephone: 559-8417

Director of Adult Education
School District #57

1894 Ninth Avenue
Prince George, B.C. V2M 6G6
Telephone: 564-1511-367

Director of Adult Education
School District #62

2227 Sooke Road
Victoria, B.C. V9B 1W9
Telephone: 478-1781

Director of Adult Education
School District #64
P.O. Box 128
Ganges, B.C. V0S 1E0
Telephone: 537-9251

Director of Adult Education
School District #66

P.O. Box 283
Lake Cowichan, B.C. V0R 2G0
Telephone: 749-3l62

Director of Adult Education
School District #92

4548 Lakelse Avenue
Terrace, B.C. V8G 1P8
Telephone: 635-9101

Director of Instruction
School District #92

New Aiyansh, B.C. V0J 1A0

APPENDIX III: PLANNING A WORKSHOP

Using the issues about employability as an example, the following is an outline for a workshop planned by a community educator. The goals of the workshop are to promote awareness of the major issues and to address questions of concern.

1. Prior to the workshop read the section related to employability in order to familiarize oneself with the area.

2. Obtain print materials which provide a more comprehensive review of the issues and from these select appropriate materials for reproduction.

3. Review audio visual materials and select those most appropriate for previewing.

   Examples: Question of Attitude
   Wasted Resources
   Sheltered Workshops
   A Different Approach
   World of One in Seven

4. Contact organizations and agencies that could provide additional resource materials such as articles, pamphlets and films and also resource personnel such as guest speakers.

   Examples: Social Planning and Review Council of B.C.
   Community Vocational Rehabilitation Services

5. Having identified the resources, it would now be possible to provide the agenda for the workshop.

6. Reproduce the section on employability which outlines the issues and specifies questions for discussion.

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